

SAFETY

DECEMBER 1971

Two Sections • Section One

Education

A JOURNAL FOR TEACHERS AND ADMINISTRATORS



THE NAME OF CHRISTMAS
THE EDITOR'S NOTEBOOK

EDITOR'S NOTEBOOK . . .

Three little pajama-clad youngsters and a Christmas tree—the sight is a cherished one, familiar to us all. In a moment, they'll break ranks and rush to see what Santa has left for them, but right now, for a moment, the sight of the Christmas tree glowing with lights has stopped them in wonderment.

Who would do anything to destroy this cherished scene? No one, intentionally. And yet, this December, hundreds of needless and painful accidents and deaths will mar our holiday celebrations. Chief among these will be traffic accidents. Can you believe that Christmas Eve—the day of all days when brotherly love and thoughtfulness should abound—is the worst day of the year for traffic accidents?

This increasing predisposition of Americans for killing themselves and each other in late November and December, coupled with the upsurge of traffic accidents in general, is the reason behind the National Safety Council's "Back the Attack on Traffic Accidents" program.

The "Back the Attack" program was launched December 1st, with an all-out effort to make American drivers see that driving a car carries with it a responsibility to one's fellow citizens—a responsibility to drive with care, to be alert, to keep the other fellow always in mind. The December "Back the Attack" campaign is aimed directly at improving driver attitudes. If that can be done, a major victory in traffic safety will be won.

But "Back the Attack" is not only a December campaign—it is designed to run throughout next year, with the emphasis on procuring citizen support for local traffic safety organizations and activities. If each individual citizen can be brought to see the horror of the current traffic accident situation, if every driver can become a supporter of and a firm believer in traffic safety, another milestone in our race against death will be achieved.

You, as a person deeply and intimately concerned with the education of our youthful citizens, can play—and are playing—a vital role in reducing this nation's accident toll. By teaching citizenship and responsibility, by teaching safe attitudes as well as safety rules, you can—and are—helping to raise a multitude of law-abiding, thoughtful citizens who will treat their responsibilities soberly and with respect.

We suggest you increase your school visits to local police departments, traffic courts and safety councils this year, for "on the spot" safety learning. May we also suggest you give local safety men an opportunity to talk before your school, give your pupils opportunities to participate in local safety programs? In this way, the local safety picture will be brought home, and they will have an opportunity to find their place as a growing citizen in the community structure.

We all want to keep our families whole, happy and safe. In this, we are interdependent, for unless I am safe, you are not, and vice versa. We want to see each other around the tree on Christmas morning.

The best of Christmas wishes go to you from all of us here at the National Safety Council!

BEVERLY THOMPSON

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S A F E T Y

Education

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Cover: The children of Hal Kent, Traffic and Transportation Division, National Safety Council, get their first magical view of the Christmas tree.



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Watchy says:

CLEAN UP FOR SAFETY!





A Special Season



A Special Reason



-FOR EXTRA CARE



Congress Visitors Learn "What's New" in Safety Education

New methods of teaching safety
new variations on tried-and-
true methods took the stage in
a full week of activities at
the School and College Session
of the National Safety Congress . .

By Beverly Thompson



ENTHUSIASM . . . stimulating speakers known nationwide . . . lively discussions on school safety problems . . . the exchange of new ideas and assimilation of new variations of old ideas . . . conferences over coffee between those wishing to help and others willing to give it . . . these are just a few of the impressions gathered after attending the school and college sessions of the National Safety Congress.

Some 575 people jammed the Morrison and other Chicago hotels October 22 to 26 to attend and participate in the sessions. This record number of Congress attendees heard their colleagues from all over the United States tell of new ways of doing things in safety education, of new variations of the older, tried-and-true methods. They had an opportunity to participate in lively discussions, sharing their own ideas as well as hearing the ideas of others. They met friends in their fields of interest.

New safety education methods and new approaches to old methods seemed to be the spirit of the sessions, carried out in the theme, "Achieving Safety Education for Children and Youth in School, College and Community."

A "happy new day" in safety education for the nation's schools was proclaimed by Robert F. Topp, Dean of the College, National College of Education, Evanston, Illinois, at the opening session on Monday afternoon.

"Musty old books with musty old contents preaching in a too simple way the do's and don'ts of safety are on their way out," Dr. Topp said. "The entire approach to safety education with children and adults alike is on the mend. We are learning things about the teaching of safety habits that will give us a better perspective toward the problem and better methods of seeking its solution."

"For example, we are getting over the idea

that repetition alone is all that is necessary to insure safe behavior," Dr. Topp continued. "We are learning that safety education is not merely the accumulation of facts, but that it must somehow be personalized and thereby made a part of the individual's way of life. 'Personalizing' safety education implies getting close to an individual's motivation and reaction patterns so that we can find out why he acts the way he does."

"If children are going to act according to safe procedures, these procedures should be established as habit patterns as soon as they encounter the situations involved and as soon as they can comprehend the reasons for appropriate behavior," he said. "Safety facts must be taught as we would hope to teach moral and ethical values with the anticipation that they will be acted upon automatically, without stopping to debate their rightness or

(Continued on next page)

THE PICTURES

Counter-clockwise, from top left of page: Mrs. D. J. Thompson, Advisory chairman of the Roy Rogers School Safety Awards Committee, Dale Evans and Wayne Hughes, director of the School and College Division, look through the scrapbook on safety submitted by the prize-winning school this year. In front, the handsome Roy Rogers Safety Award. Next: Forrest Gaines, Louisiana state safety supervisor, and Mary May Wyman, safety supervisor of Louisville schools, preside over Tuesday night safety supervisor's meeting. Next: Left to right, Harry Stahl, New York driver education teacher, Joseph Intorre, Penn State University, Melvin Schroeder, Los Angeles schools and Irvin Wildman, Des Moines, chuckle over a question directed at their driver education panel. Next: (corner) From left: Charles C. Hawkins, West Virginia State College, Kenneth Brown, Massachusetts Safety Council, and Harold Jack, Virginia Department of Education, lead a special interest group. Next: Representing the Natl. Committee on Films for Safety, L. W. Hagerup presents Lowell Fisher with a top award for Noontime Nonsense. Next: Mel Engelhardt, left, and Donald Wood, right, of the National Commission on Safety Education, chat with Forrest Gaines. Next: The Roy Rogers Advisory Committee meets with Dale Evans.





Congress Visitors Learn "What's New" in Safety Education

(Continued from preceding page)

wrongness. They should become part and parcel of one's philosophy of life."

Dr. Topp noted that "the attitude you and I have toward this general area of self- and social-protection as we associate with our children will do more to influence them than all the words we can speak. Excessive worrying on our parts can do as much harm as lack of concern for the safety of our children."

Later that afternoon, six educators and a mother described seven aspects of school safety from the point of view of the part the individual classroom plays in school safety. They described how a school safety council, a school safety patrol, a junior fire marshal organization, a room mothers club, a student council, the National School Safety Honor Roll and the Roy Rogers awards program can be utilized to the utmost extent to implement the safety education program in the classroom.

One of the highlights of this program was a tape recording taken by Thelma Reed, panel participant who is principal of Frances Willard School in Kansas City, Missouri, and former chairman of the Roy Rogers School Safety Awards Committee. The tape recording brought delegates the voices of children from Frances Willard School as they described how much their safety program meant to them.

Above: Herbert Stack, left, director of the Center for Safety Education, New York University, and Marland Strasser, Association of Casualty and Surety Companies, stop for a chat before the Tuesday night research meeting.

Below: The pros and cons of state financial support for driver education are here being debated by, from left, Cecil Zaun, Los Angeles schools, Howard Richardson, director of driver education, Maine, Bert Woodcock, Iowa State Teachers College, Forest Noffsinger, Northwestern University Traffic Institute, and Ed Klamm, Allstate Insurance Company. Eric Johnson, Illinois Department of Public Instruction, was not present for the picture but also was on the panel.

Dale Evans and leaders of the Roy Rogers Safety Awards Committee were the guests of honor at a reception given Monday afternoon in the Grand Ballroom of the Morrison Hotel. Hundreds of Congress visitors streamed in to the reception to meet Miss Evans and the Roy Rogers committee and to hear Miss Evans give a heart-stirring talk on safety. Miss Evans cited the relationship of safe attitudes to Christian attitudes, the responsibility each person holds to keep himself safe and others, too. She described how she and Roy Rogers came to start their awards program, and why she feels a safe attitude is so important in the world today.

On Monday evening, the first sessions of four free discussion groups gave delegates an opportunity to devote time to subjects in which they were particularly interested, join with others for an exchange of opinions and suggestions. The discussions, led by safety educators from far-removed cities and school systems, dealt with accident reporting, discipline, liability and evaluating the success of a school program.

Delegates were up early Tuesday morning to continue learning and participating at eight special interest group sessions which dealt with safety education in classroom activities, while going to and from school, while participating in pupil activities, or in special areas, in physical education, or while living in school buildings or on campus.

In the afternoon, there were tours of Ogden elementary school of Chicago, a mixed-population, mixed-language school which has special problems in safety education because of the varied nationality backgrounds of the children and the congested traffic area in which it is situated. Other Congress visitors toured Lane Technical High School's driving laboratory, while a very large group chose to visit the Argonne National Laboratory and Institute for Basic Research at the University of Chicago, hear a talk on radiological physics and safety by Associate Professor Lester Skaggs of the health physics service of the University.

But they were back on time for the events

of the evening, when the "new" was stressed again. The evening's sessions included a meeting on significant research contributions in safety education led by Dr. Herbert Stack of the Center for Safety Education, New York University; a session in which safety education supervisors from all over the country hashed over their problems in setting up system-wide safety programs, asked questions and were given answers; a college and university session which discussed the available community resources that can be used in a campus safety program; and a meeting sponsored by the American Vocational Association-National Safety Council Joint Safety Committee which gave youth itself a chance to participate, when teachers asked questions relating to vocational safety education of teen-age youths.

The record number of Congress visitors listened intently again at the next day's general session as a blue-ribbon panel of educators outlined the varied ways in which a school safety program can contribute to the safety of the community. Such school-community related activities as the school section of the Annual Inventory of Traffic Safety Activities, the school activities of local safety councils or local chapters of the National Safety Council, city-wide school fire protection activities, Operation Safety, city-wide school safety councils and PTA Council activities were examined by speakers in whose educational systems these particular aspects of school-community safety have demonstrated their value.

Binding the theme together with a stirring talk on the school's part in safety for state and nation was Hubert Wheeler, commissioner of the department of education for the state of Missouri. Mr. Wheeler cited the mobility of Americans, the fact that they own more automobiles, more appliances and luxuries to hurt themselves on than any other people in the world as a reason why the schools have a desperately important obligation to teach safe habits with every passing year. "When we think of safety," he declared, "it seems we must say the day of rugged individualism is over. Dynamic cooperation is the watchword of safety today in the community, state and nation," he emphasized. (His speech is printed on page 16 of this magazine.)

Thursday was devoted to driver education. Outlining the advances of driver education since its beginning, Dr. Herbert J. Stack of the Center for Safety Education again pointed towards the "new" in safety education programs when he called for increased state financial

support for driver education programs in the future, work by state driver education associations in improving standards for teacher preparation and certification, more teacher education institutions with a department of safety education, modernized instruction with more emphasis on attitude improvement and advanced driving skills, and evaluations of teen-age safety conferences.

A new driver education device utilizing a tachistoscope to give students opportunities to exercise driving judgment in hundreds of accident-potential situations they might otherwise never meet until they are on the road, was demonstrated by Lee Kuluvar, director of firearms safety for the Department of Conservation of the State of Minnesota. The tachistoscope is a slide projector which flashes a split-second picture of a potentially dangerous situation on a screen, follows it later with a flash of an accident situation which has developed from the first picture. The viewer is to tell what his quick decision would be. The new idea in driver education would be used not as a test but as a lead-off point for class discussion and learning.

A stimulating discussion on an important issue in driver education today—state financial support for driver education through special appropriation—was a feature of the afternoon program. Pros and cons were argued by E. R. Klamm, of Allstate Insurance Company; Forest Noffsinger, Northwestern Traffic Institute; Cecil Zaun, Los Angeles city schools, Eric Johnson, Illinois Department of Public Instruction, and Howard Richardson, director of driver education, Maine.

A new type of safety center is Michigan State University's Highway Traffic Safety Center. Unique in this country and in safety education, it is the first traffic safety training and research center to be financed exclusively by state funds. The Center is made up of personnel working on safety projects within almost every school of the university, has only a small staff itself, declared Gordon Sheeche, director in the closing talk of the Congress.

It had been a long week, and those who had attended sessions were tired but satisfied that a good week's work had been done. Many of them relaxed by allowing themselves to be entertained at the huge Congress Party Thursday night in the Conrad Hilton Hotel. Others entrained and emplaned homeward. It was an active, stimulating, idea-full week, and delegates would be using the information they had assimilated and collected for years to come. ●

IT WAS a dark, depressing day in February, 1954. Rain poured from the skies. Streets filled with water to curb height, where the sewers could not take the water fast enough. Through every crevice and wall of a home which stands about 300 feet from Winship Elementary School in Detroit, Michigan, came the loud, persistent scream of automobile horns honking.

The housewife, Mrs. Virginia Linsky, rushed to the bay window and looked at the scene before her eyes with consternation. Cars stood bumper to bumper in front of the school, doors hanging open, children wending their way through the traffic to reach the car that had come to pick them up. Every now and then, one of the automobiles, full of children, turned out of the line and drove down the street, barely missing other children.

But Mrs. Linsky saw something that was even worse than this. She saw crowds of children standing on the street corner waiting for the cars to pass before they could cross the street. They were getting soaked to the skin because no driver had the courtesy to leave room for them to cross! Other children stood on the corner opposite the school trying to decide whether to wade through the ankle-deep mud of the street or to try the next intersection, which was paved. The patrol boys stood helplessly as they could not direct traffic.

"Good heavens!" thought Mrs. Linsky to herself. "Something's got to be done!" She headed for the phone—and that's how the Winship School Parent Teacher Association's Traffic and Safety Committee was born.

But not only was the Traffic and Safety Committee formed as a result of that phone call. It led to a string of other happenings, too. It led to new paved streets for Winship School, traffic patterns for cars that came to pick up the children, a well-planned and effective safety education program in the P.T.A.—and, finally, it led to a second place individual award for Mrs. Linsky in the Carol Lane Awards Program administered by the National Safety Council through a grant of the Shell Oil Company.

The Carol Lane Award is presented annually to the three women and three groups in the United States whom, it is felt by the board of judges, have done the most effective and outstanding job in a volunteer traffic safety project in their community.

Winship School stands in the center of a newly-developed area in the northwest section of Detroit, about 12 miles from downtown. Although the Detroit Board of Education tries to

A One-Woman

It was a wonder no child where parents' cars and safety problem until Mrs.



Before: Muddy streets extended on two sides of Winship Elementary School in Detroit. Posts are to keep cars from driving up on gravel sidewalk.

locate its elementary schools so that no child has to walk more than a half mile to school, that arrangement was impossible in this case. There were several reasons. A few:

The James Couzens Highway cuts through the northwest section of the city at an angle, leaving a triangular shape of land within its boundaries. To the south and west of the school, there are four institutions: Westminster Church, Catholic Central High School for Boys, Sinai Hospital and the Evangelical Home for Children and the Aged. Since these institutions cover a large area, and only one of them sends children to the school, it is necessary to bring in children who live more than half a mile distant. The result: scores of cars taking children to school. The cars had only one paved street to drive on, running east of the school, or a muddy, bumpy dirt road running in front of the school. There was no access of any kind on the other two sides.

Mrs. Linsky found that the P.T.A. had tried to do something about the situation before this. They had attended a court hearing in 1953 about the unimproved street, but the project had been held up because 15 feet of the land adjoining the street had to be allocated to the

Crusade for Safety

n had been killed at this elementary school, muddy streets constituted a major traffic and Virginia Linsky decided something must be done.



After: A sidewalk, a paved street, and a system of traffic control now protect children entering and leaving school from traffic hazards and mud.



Mrs. Virginia Linsky, spark-plug of Winship's new traffic safety program.

city by Westminster Church to make the street wide enough to be paved. They *had* had stop signs installed on the one paved street by the school. They *had* had a sidewalk installed on one side of the street so that children would not have to walk in the street to avoid the mud. They *had* tried to form a safety committee, but no one had been interested enough to volunteer.

And cars were still coming in droves, constituting a hazard that, amazingly enough, had not yet caused a horrible accident. One would happen, Mrs. Linsky knew, if someone didn't do something in a hurry to improve the situation. Not only were paved streets and sidewalks needed, but an entire safety education program aimed at parents was also needed.

Mrs. Linsky's first phone call was to the P.T.A. president, who offered to ask her executive board for volunteers for a safety committee. She did ask, and four women volunteered.

Next, the principal of Winship School was contacted. She offered information on whom should be contacted at the Board of Education.

Miss Laurentine Collins, director of school-community relations for the Board of Education was next on the list. She was asked if a

P.T.A. member could activate a traffic safety program. "You certainly can!" she exclaimed.

The Northwest Triangle Association, a group of home-owners, told Mrs. Linsky that they would be happy to help, too, in any way.

Carlyle O. Rogers, safety chairman of the Detroit P.T.A. Council, gave Mrs. Linsky pointers on how she could start a safety education project in the P.T.A. A good start would be a two-minute talk on safety at each P.T.A. meeting, he said.

Next, Mrs. Linsky contacted the proper official in the city government, learned that in order to get the streets paved she would have to have permission from owners of homes and institutions which fronted on the proposed streets, for they would all be assessed the cost of the paving.

Mrs. Linsky held the first meeting of the traffic and safety committee at her home and outlined her ideas for both the paving program and the safety education program which would shortly take place. A list of safety rules was made up, to be publicized at each P.T.A. meeting, handed to drivers as they picked up their children by members of the committee.

(Continued on next page)



Left: Mrs. Linsky shows her Mothers' Committee the Winship Safety Program prospectus that described her safety activities to the Carol Lane judges.



Above: Looking proudly at the sign which signals traffic movement around Winship School are, from left: Hyman Pavsner, chairman of the Detroit P.T.A. Council Safety Committee; Mrs. Betty Becker, president, Detroit Board of Education; Gerald Phelan, chairman, Detroit Safety Council, and Mrs. Virginia Linsky, Carol Lane award winner.

A One Woman Crusade for Safety

(Continued from preceding page)

If the driver was violating a rule, the committee member tactfully checked the rule violated, handed the card to the driver of the car.

Police officers as well as committee members were present at that first meeting. The group of them outlined an active and continuous traffic safety program which was put into effect at the very next P.T.A. meeting and is still being carried on. Chief elements of the program are:

- ▶ a talk on traffic safety by Officer Mark Graber, director of safety and safety patrols for all schools in the area, at the first meeting of each school year,
- ▶ an item pertinent to safety printed in each issue of *The Warbler*, Winship P.T.A. bulletin which is published monthly,
- ▶ assign mothers on the committee to watch for violators and approach them tactfully,
- ▶ a two-minute talk at each P.T.A. meeting, usually on the same problem appearing that month in *The Warbler*,
- ▶ a talk on safety at kindergarten registration time in December and June, when mothers

sign up their children for the next school semester and are welcomed by the principal and the P.T.A. Give them a list of rules to follow once their children start school and encourage them to have their children walk when they do not live too far, and

- ▶ discussions on safety at all other activities sponsored by the P.T.A.

More phone calls brought real results in the physical set-up. Until the streets could be paved, the Detroit Board of Education installed gravel walks between school grounds and streets, where there had been only mud before, and cement posts so that cars would not drive up over the gravel to turn around.

Householders and institutions around the school agreed, when approached, to the paving of the two unpaved streets. Members of the safety committee kept on the phone, reminding the Detroit Common Council of the unpaved streets until the following summer, when the paving was done.

Crosswalks were set up by the Department of Public Works, and "No Parking" signs were set up, as well as "One Way—Do Not Enter" signs. A one-way system around the school was inaugurated, explained to teachers and students and publicized at P.T.A. meetings and in *The Warbler*. Sidewalks were laid adjoining the newly paved streets on the school side. The playground was fenced in, and a teacher's parking lot behind the school was built. Street lights were requested by the safety committee and were put in immediately by the city. The Board of Education also cooperated by putting lights on the power house in back of the school, to protect children, and parents involved in night activities there.

Parents were urged to let children walk if they didn't have too far to go, and with the improved conditions, they were happy to do so, for the children could get home faster than they had been able to before the traffic and street conditions had been improved.

The new principal of Winship School installed a staggered system of dismissal allowing kindergarten and primary grade children out ahead of the others to avert the great streams of youngsters which had emerged from the school all at once.

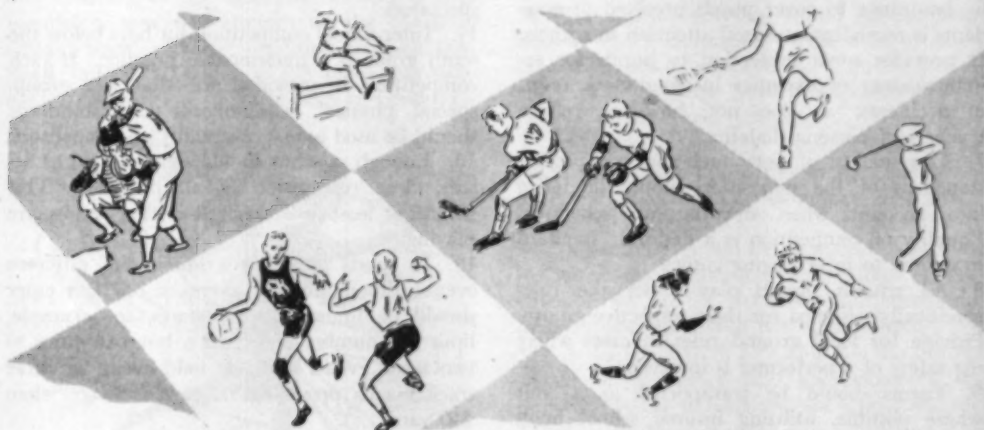
The scene around Winship Elementary School of Detroit is quite different these days.

(Continued on page 40)

Safety in Sports

General Practices

By Donald A. Green
Graduate Student
University of Iowa
Iowa City, Iowa
formerly Coach
Cedar Falls High School
Cedar Falls, Iowa



ALL sports contain an element of danger. There is danger because sports activity involves a great deal of personal exertion, often physical contact, and quick decisions followed by fast action.

These are inherent hazards that characterize sports competition. Mishaps can and often do occur in the heat of play, and some of them are unavoidable if the game is not to be regulated into oblivion. But many people do suggest a closer look at those accident-causing factors that have little to do with the objectives of the game itself, and do not involve changing the letter or the spirit of the contest.

Statistics

1. One-third of the school building accidents occur in the gymnasium, and one-third of the school grounds accidents occur in outdoor athletics, according to the records of school systems reporting to the National Safety Council in 1953-54. Although no such statistics are available for more recent years because of a change in the report form for school accidents,

it is certain that a substantial number of accidents are still occurring in these locations.

2. Lloyd, Deaver and Eastwood, in their book, *Safety in Athletics*, estimate that 20 per cent of these accidents could be eliminated through the use of adequate equipment controls, and 31 per cent can be eliminated through effective leadership. "Approximately 50 per cent," says the book, "can be eliminated if boards of education, administrators, and teachers properly perform their responsibilities of providing safe playing areas, proper equipment and facilities and adequate supervision."

General Administrative Principles

3. Every prospective sports participant should have a thorough physical and medical check-up, including a chest X-ray, at the beginning of the season, a follow-up examination at mid-season, and a concluding examination at the close of the season. The record should also include the parent's written consent that the boy be allowed to participate.

(Continued on the next page)

Safety in Sports: General Practices

(Continued from preceding page)



4. A good accident reporting and record-keeping system should be established. When analyzed, such reports can be used as a guide for the improvement of instruction; they can become the statistical base from which to coordinate a program of safety.

5. Periodic surveys of the physical education plant should be made, accompanied by the coaches and the custodians, and definite follow-up procedure of correcting unsafe situations established. The athlete should be performing in as safe an environment as possible.

6. Insurance to cover pupils involved in accidents is receiving increased attention in schools. It provides some protection to pupils for reimbursement of expenses incurred as a result of accidents. It does not, however, relieve teachers of personal liability.

7. The quality of personnel and the playing standards of the opposition should be taken into account when drawing up schedules. Equality of competition is a desirable standard to adhere to in arranging games.

8. All schools should play under the rules specifically designed for their respective groups. Provide for local ground rules in cases where the safety of a performer is involved.

9. Teams should be transported as a unit where possible, utilizing insured school buses and qualified drivers.

10. The judgment and skill of the official determines to a great extent the manner in which the rules of safety are enforced. Only competent, trained and qualified officials should be hired to handle the game.

11. The administrator should encourage the research necessary to determine the causes of accidents and injuries that happen within his jurisdiction. He should know what to do when an injury occurs and how to prevent such an injury from occurring in the future.

12. Definite safety instruction and opportunity to practice safety measures should be provided the student body in general, and specific instruction provided for the players in the peculiarities of the sport in which they are involved. Such instruction would include a thorough knowledge of the rules of the game.

13. In drawing up schedules for the various sports, suggestions of authorities in the field and state organizations should be followed in providing a reasonable number of games. Long, over-emphasized seasons are hazardous.

14. A first-aid room, adequately stocked, should

be made available to all play areas. A physician should be present at all contests and on call during the practice sessions. The coaching staff should be qualified and experienced in first aid administration. In cases of doubt, the physician should be notified immediately.

15. Sufficiently large play areas which will absorb participants easily and prevent overcrowding should be provided.

16. Safe bleachers, police and fire protection, ushers and guards, and control of the play area should be provided as safety measures for the spectators.

17. Inter-school competition for boys below the tenth grade is a questionable practice. If such competition is provided for that age group, special physical requirements and standards should be used to assure equality of competitors.

18. Enough coaches should be provided to assure close supervision of all practices. This means at least two coaches if four teams are playing.

19. In sports featuring a number of different events, the number of events a boy can enter should be limited. Some states, for example, limit the number of events a boy can enter to two track events and one field event, or three track events providing no race is longer than 440 yards.

20. Authorized activity in a sport should be limited to the season it is in progress.

21. Only tournaments that have the official sanction of the schools should be entered.

22. Administrators and coaches should take an



active part in drawing up educational and safety specifications for new construction of play areas.

23. Adequate and controlled parking facilities should be immediately available to playing fields, gymnasiums and fieldhouses. Special provision should be made to handle traffic on the day or night of the game.

24. Regular reports as to the working conditions of exit doors, emergency doors, fire escapes, extinguishers, hoses and signals should be made part of custodial and administrative routine.

Principles of Leadership

25. The fundamental skills of the sport involved should be progressively taught, thoroughly learned and consistently reviewed.

26. Learning of the fundamental skills should parallel a conscious attempt by the coach to develop good physical condition in each boy. Each individual needs a different approach, each sport needs a different kind of condition-

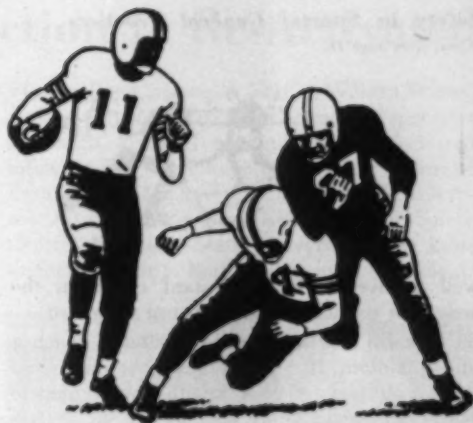


ing to reduce accidents caused by poor physical stamina effectively.

27. Fatigued athletes are bad risks, and athletes can become mentally exhausted as well as physically exhausted. A coach needs to know the symptoms of "staleness" and the methods of preventing and curing such conditions. The lowered threshold of alertness resulting from fatigue is a hazard of competitive athletics.

28. Abnormal emotion and attitude may make an athlete more susceptible to accidents. Boys and girls should be taught the elements of good sportsmanship, for they are effective control factors as well as our justification for competitive sports.

29. Homogeneous grouping of individuals is helpful in reducing the number and severity of accidents. Participants often need to be made aware of their limitations and made to be more selective in the type of sport in which they want to excel.



30. Intelligent leadership would require preparation and qualification in the field of safety education, and a conscious effort on the part of the leader to keep himself well-informed in current method and thought.

31. Leadership training programs should include a thorough knowledge of first aid procedure in all imaginable situations that might involve an athlete.

32. No activity should be permitted to proceed for which adequate equipment cannot be provided. The use of defective equipment and faulty apparatus should not be permitted.

33. A definite system of caring for the injured should be established and understood by the participants, the parents and the school officials.

34. A carefully planned system of warming-up should be developed by each athlete to fit his particular needs, and adhered to before every contest of strenuous performance. The coach should teach the athlete adequate warm-up preparation.

35. A pre-planned and controlled amount of time should be devoted to practice sessions. Close supervision and planning is especially important at the beginning of the season. Long practice sessions, in which players become unduly fatigued, should be avoided.

36. Build confidence. The inexperienced, unsure athlete should be exposed to a series of experiences proceeding gradually from the simple to the more complex. Fear of injury often makes a player susceptible to injury.

37. Careful observation of the condition of the players as the contest proceeds, and substitution at the proper moments, if necessary, are attributes of the coach whose primary concern is the safety of the participants.

38. Because excessive fluctuations of weight can indicate serious organic deficiency or disease, as

(Continued on next page)

Safety in Sports: General Practices

(Cont. from page 11)



well as over-work, a constant check on the weight of participants is a natural safeguard.

39. Health is a prerequisite to safety. Teach it and maintain it. The reflexes, stamina and mental alertness of good health are essential to player and team safety.

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Johnson & Johnson's bike program popular

Johnson & Johnson's youth bicycle safety program, providing educational training for safe bicycle operation as well as basic training for safe vehicle operation in later life, is already being followed in many states, although it was introduced only seven months ago.

Iowa, Maine, West Virginia, California, Indiana, Ohio, South Dakota, and Pennsylvania have set up projects on a state-wide basis, and more than 2,700 requests for the plan have been received by the Johnson & Johnson Company.

Demonstrating the enthusiastic public acceptance of the program, a Bicycle Safety Award was made recently to Johnson & Johnson by the Bicycle Institute of America, Inc.

The program is presented in a 30-page manual describing every step. A student kit and teacher's guide, a typical city ordinance, and instruction on how to operate a bicycle traffic court is included. The kit for the young cyclist describes what a rider must do to obtain an operator's certificate and a bicycle license. To qualify, the candidate must pass a written examination on rules of the road, must take a performance test given by a police officer or some other certified individual on a specially laid-out course and have the vehicle inspected.

The program is available from Johnson & Johnson's Director of Education, Monroe D. Schackner, New Brunswick, N. J.

Safety Education Data Sheets available are:

- | | | |
|--|--|--|
| (1) Bicycles | (28) Small Craft | (54) Summer Jobs: laborers, home yard, |
| (2) Matches | (29) Play Areas | service-stations |
| (3) Firearms, Rev. | (30) Winter Driving | (55) Motor Vehicle SPEED |
| (4) Toys and Play Equipment | (31) Night Driving | (56) Welding and Cutting Safety |
| (5) Falls | (32) Winter Sports | (57) Safety in the Auto Shop |
| (6) Cutting Implements | (33) Traffic Control Devices | (58) Winter Walking |
| (7) Lifting, Carrying and Lowering | (34) Safe Conduct in Electrical Storms | (59) Safety in the High School |
| (8) Poisonous Plants | (35) Poisonous Reptiles | Chemistry Laboratory |
| (9) Electric Equipment | (36) Motor-Driven Cycles | (60) Safety in the Farm Mechanics Shop |
| (10) Pedestrian Safety | (37) Animals in the Classroom | (61) Floors in the Home |
| (11) School Buses—Administrative | (38) Railroad Trespassing | (62) Hazards of Discarded Iceboxes |
| Problems (Rev.) | (39) Bad Weather: Hazards, Precautions, | and Refrigerators |
| (12) Flammable Liquids in the Home | Results | (63) School Bus Safety: Educating |
| (13) Passenger Safety in Public Carriers | (40) School Parties | Pupil Passengers |
| (14) Chemicals | (41) Home Workshops | (64) Safety in the Graphic Arts Shop |
| (15) Hand Tools | (42) Horseback Riding | (65) Safety in Part-Time Jobs: |
| (16) Nonelectric Household Equipment | (43) Hiking and Climbing | Food Handling |
| (17) Sidewalk Vehicles | (44) Hook and Line Fishing | (66) Baby Sitting |
| (18) Camping | (45) Summer Jobs—Farm | (67) School Dramatic Productions |
| (19) Alcohol and Traffic Accidents | (46) Safety in the Wood Shop | (68) Safety in "Do-It-Yourself" |
| (20) Cooking and Illuminating Gas | (47) School Fires | (69) Playground Apparatus |
| (21) Solid and Liquid Poisons | (48) Unauthorized Play Spaces | (70) Safety with Kites and Model |
| (22) Safety in the Gymnasium | (49) Bathroom Hazards | Airplanes |
| (23) Laboratory Glassware | (50) Safety in the General Metals Shop | (71) Safety in Sports: Baseball |
| (24) Places of Public Assembly | (51) Safety in Pupil Excursions | (72) Safety in Sports: Football |
| (25) Fireworks and Blasting Caps | (52) Highway Driving, Rules, Precautions | (73) School Bus Safety: |
| (26) Domestic Animals | (53) Safety in the Machine Shop | Operating Practices |
| (27) Swimming | | (74) Playground Surfacing |
| | | (75) Safety in Sports: General Practices |

Data sheets from SAFETY EDUCATION are available for a small fee from the National Safety Council, 425 N. Michigan Ave., Chicago 11, Ill.

Elementary School Section Is Re-Activated

ON OCTOBER 23, the Board of Directors of the National Safety Council reactivated the Elementary School Section, which has been on inactive status since October, 1952.

This action was made possible by an increase in the budget of the School and College Division, making possible additional professional personnel.

Lillian Gilliland, of the Britton Elementary School, Oklahoma City, Oklahoma, picked up the reins as general chairman. A classroom teacher, wife, mother and grandmother, Mrs. Gilliland has served as teacher-sponsor of her school's safety council and faculty representative to the all-school Safety Policies Committee. Her husband is Lonnie Gilliland, safety education director for the Oklahoma City Public Schools.

The officers, in addition to Mrs. Gilliland, are Laura M. Cory, formerly elementary supervisor for the Hamilton, Ohio, public schools, vice-chairman, and W. M. Tate, principal, DuPont Elementary School, Old Hickory, Tennessee, secretary.

The executive committee of the Section had its first meeting at the National Safety Congress and decided to make studies of the type of world in which our elementary boys and girls are now living. From this and related information, it is hoped that the Section can develop a plan for finding out what elementary-aged boys and girls need in the way of guidance for safer living.

The first step of this plan will culminate in a full-day program at the 45th National Safety Congress, set tentatively for Tuesday, October 21, 1957, at the Morrison Hotel, Chicago. Planning the program will be a committee of outstanding elementary school people under the chairmanship of James Mann, principal of Hubbard Woods School, Winnetka, Illinois, a past general chairman of the Elementary School Section and of the 1955 Congress Program Planning Committee.

Members of the executive committee of the Section, besides its officers, are: George P. Farkas, director of physical education, health and safety, Indianapolis public schools; Ruth Jewell, supervisor of music, state department of public instruction, Raleigh, North Carolina, and author of NSC's elementary safety lessons; Dalibor W. Kralovec, assistant director in charge of safety, Philadelphia public schools; Victor E. Leonard, principal, North Mianus School, Greenwich, Connecticut; James Mann;

Thelma Reed, principal, Francis Willard School, Kansas City, Missouri; Elsa Schneider, specialist in health, physical education, recreation and safety at the elementary level, U. S. Office of Education, Washington, D. C.; Leslie R. Silvernale, assistant director, Highway Traffic Safety Center, Michigan State University, East Lansing, Michigan; Bertha Trunnell, principal,



A few of the members of the executive committee of the Elementary School Section are snapped as they met during the National Safety Congress. Left to right: Thelma Reed, George P. Farkas, Bertha Trunnell, William Tate, Lillian Gilliland, Victor Leonard, Vivian Weedon, Elsa Schneider and Ruth Jewell.

Kenwood Graded School, Jefferson County Schools, Louisville, Kentucky; and Mary May Wyman, supervisor of safety and special education, Louisville, Kentucky, public schools.

NSC staff representative to the Section will be Vivian Weedon, who brings to the task background both in safety and in elementary education. Associated with the Winnetka public schools, she later went to Ohio State University, where she received both her master's and doctoral degrees, specializing in evaluation.

During the 18 years she has been with the Council, Miss Weedon has worked on such projects as the study of teacher preparation for safety with the American Association of Colleges for Teacher Education, the cooperative study of accidents to college students with the American College Health Association, was for six years staff representative to the elementary group before the Section was de-activated, and represented the Council since in matters relating to elementary education.

Miss Weedon will be happy to answer questions about the Section or the contemplated Congress program for elementary level. Write her at the National Safety Council●

At Santa Cruz, California, High School, auto shop students banded together to enforce driving rules around their school. Now . . .

They're Meeting the Student Driving Problem



By George McAllister
*Auto Shop Instructor
Santa Cruz High School
Santa Cruz, California*

To foster safe driving around Santa Cruz High School as well as on the streets and highways of our city and county is the purpose of "Les Chauffeurs," the safe driving club at Santa Cruz High School.

The group was first organized in the fall of 1954 by the vocational auto shop boys, who were getting a lot of the blame for careless driving around the school just because they were interested in automobiles.

The boys had always had a self-government plan which took care of infractions of shop rules. Now they decided to expand this plan and form a safe driving club in order, first, to establish themselves as safe drivers, and secondly, to practice the training in safe driving and proper care of the automobile that they were receiving in their shop classes.

An insignia was selected for their cars which would distinguish them from other groups organized for hot-rod enthusiasts. A court was

set up to take care of offenders within the group and give punishment for violation of traffic regulations.

Success of the court was evident within a few months. In fact, so successful was the group in controlling its own members that it was soon felt "Les Chauffeurs" might be able through their violator's court to make a real contribution to solving the careless driving problem created by their fellow students around the high school.

Handling violations on the part of "Les Chauffeurs" club members presented no problem. Caring for violations on the part of the other students and persons outside the high school was a different situation, calling for the advice of the principal. He pointed out that "Les Chauffeurs" could call other students into court *only* for the purpose of giving them warnings and that it would be necessary to have the cooperation of the local police. The club members went to the local police for the necessary

backing and were given full cooperation. The juvenile officer agreed to attend each session of the court and to act as an adviser.

To put additional teeth into the power of the court, the juvenile officer went to the municipal judge to see what legal actions could be taken. The judge suggested that the school patrol issue tickets to violators, a quasi-official action that would aid in creating respect for the court. The first ticket would summon the violator to the student court, where he would be warned that, should such a violation occur again, he would have to appear before the municipal court and possibly suffer the loss of his driver's license.

LAST MONTH

... SAFETY EDUCATION brought you an article in which Charles French, staff representative to the Safety Education Supervisors Section, argued that student courts were not conducive to good safety education.

On the other side, we bring you this article describing one high school student court which has proved itself effective in handling traffic problems around the school, with the cooperation of school officials and local enforcement officers.

We'd like to have your reactions on student courts. Send them to SAFETY EDUCATION, National Safety Council, 425 N. Michigan Ave., Chicago 11, Ill.

Left: Reckless driving near the school brought this student traffic offender before the Les Chauffeurs traffic court. L. to R.: The offender (posed by Ken Zeman, patrol chief); Robert Perry; Tom Banek; Les Chauffeurs' president Chuck Annis; Tom Covner, secretary-treasurer; Bill Lippert, sergeant-at-arms; Ken Doler, juvenile officer; Chrys Williams, Trident reporter; and George McAllister, adviser.

The group has set a list of punishments for violators that follows along this line. The first offense is punished as above, or, depending on its seriousness, the student may be assigned to read a number of pages from the vehicle code and write an essay on what he has read. If a student appears before the court for a second offense, he may be cited by the juvenile officer for his violation and must appear before municipal court. This time he may also have to write an essay on how to correct his driving habits, usually on the theme of the violation he has just committed.

On the third offense, the violator must appear again before the municipal judge, who, cooperating with the school, passes a light sentence. This is a serious business, not to be taken lightly, and the system has earned the respect of all the students.

Each week eight boys, members of "Les Chauffeurs," patrol the campus and adjacent streets. These patrols are on duty before school,

during lunch hour and after school, and any student who is seen driving recklessly—"digging out", cutting corners, parking illegally, failing to signal or speeding—so that the lives of other people as well as his own may be endangered is given a citation to appear at the traffic court. There are three copies of the ticket: one goes to the offender, one to the principal and one to the court.

Court convenes at nine a.m. on Monday morning, and each offender must have his ticket signed by his first period teacher and the principal before he appears in court. Sometimes violators who are not students are apprehended. In that case, they are referred directly to the juvenile officer.

Court members consist of the president of the club, who presides as superior judge, the other club officers who serve as judges, and the juvenile officer from the city police force, who always sits in on court proceedings.

Has the plan worked? As you can imagine, it has! For the first few weeks of its operation there were eight to ten violators each week. Now there are seldom more than one or two, and many weeks, none at all. "Digging out," excessive noise, speeding, reckless driving and illegal parking are not the smart things to do around Santa Cruz High School these days.

In the two years since the plan was started, the campus driving problem has greatly improved, with careless driving the exception rather than the rule. We teachers have learned an important thing too: that with a little encouragement and assistance in organizing a safe driving program, the problem of reckless driving around school can be controlled successfully by the students themselves. They are interested in traffic safety and in learning how to handle their automobiles in a safe and careful manner. Many of them are relieved when a real, workable plan is formulated to cut down reckless driving around school, for they are then saved the problem of having to reprimand their friends for actions which are dangerous. Others must be helped to realize that traffic accidents are *their* problem, which can only be alleviated by their own actions.

This year, the city of Santa Cruz sponsored a safe driving contest. I am very happy to say that one member of the "Les Chauffeurs" club won the first award. Helping to meet the student driving problem has become an integral part of vocational auto shop, and the members have shown themselves willing and capable of accepting this responsibility.

The School's Part in Safety for State and Nation

A talk given at the School and College Sessions by Hubert Wheeler, Commissioner, Missouri State Department of Education.

THE potential power for safety education residing in the schools and colleges of the nation today is tremendous.

According to the U. S. Office of Education, there are forty-one and one-fourth million individuals enrolled in schools, elementary through college, this year—approximately one-fourth of the nation's population! The age spread is from five to 30 years. It represents rural, suburban and urban.

Think what opportunity this offers now and what it can mean in the future for dissemination of information about safe living!

The need today for practicing safety is great. This is obvious. But we will need even better safety behavior in the future, because (1) our population is growing; (2) we are continuously increasing the number of machines in use; (3) fatigue will be a major hazard if the tempo of life continues to step up; (4) the automobile, a thing of utility and beauty, will be an increasing problem. We must start now to meet the safety needs of the present and the future.

The school's part in safety at the state level can include a multitude of worthwhile endeavors.

First, state departments of education can and should provide leadership. There should be set aside a special section of the state department whose responsibility is entirely in safety education.

Secondly, state departments of education can call for an organized program of shared action and responsibility on the part of all state organizations, both legal and non-legal, such as the highway patrol, the state's attorney general, the highway commission, the public service commission, local safety councils, the bus and truck association, local clubs of the American

Automobile Association, the state parent-teacher association, the state driver education association, insurance associations and others.

We called representatives from these groups together in Missouri last year and put into action a year-long safety program that was carried to every district in the state. A safety edition of our monthly magazine was published and distributed to 8,000 individuals as well as

members of the legislature, superintendents of schools, presidents of P.T.A. units, presidents of school boards and heads of other organizations throughout the state and communities.

Third, course guides for the curriculum should contain safety at all levels. Safety must not be considered a one-time shot, but rather a continuous, on-going, organized procedure.

The school's part in safety for the nation is the combined

action of all schools and colleges enrolling our children and youth. It will include:

- ▶ the sharing of responsibility by the 48 state school officers and the school officer of the territories, the National Education Association, the American Association of School Administrators, and the U. S. Office of Education, through cooperation with such great organizations as the National Safety Council.
- ▶ Cooperation with state governors who are working for uniform motor vehicle laws and enforcement, nation-wide reciprocity in upholding convictions and penalties resulting from law enforcement, and development of state and community-wide programs for safety education under the direction of educational agencies.
- ▶ Urging all to cooperate in such worthwhile national programs as "Back the Attack," "Slow Down and Live," and the President's

(Continued on page 40)



Hubert Wheeler speaks at the Congress.



Non-reading students in Los Angeles vocational school look at pictures to take their safety tests, merely mark "right" or "wrong" next to the picture after taped question.

HOW do you teach . . . and test . . . safety among non-readers at the high school level?

In one Los Angeles high school we've worked out at least one answer to this problem. With an enrollment of 500, 75 per cent of the boys in this school have been sent to it as special problems, or as low mental problems. The other 25 per cent are boys who live in the school area and who have asked to attend it.

The shop is the department at this school where one would expect to find most interest in accident control . . . both because of the obvious safety hazards presented by constant use of tools and machines, and because of the immature nature of the boys who are at work on them. But the industrial arts safety tests for students of our school district are made up in printed form. In the special school, where there are many non-readers, this test cannot be given.

Our problem was to find a better safety test for the many non-readers at this school. For there was . . . and is . . . small likelihood of obtaining an accident-free school shop by expressing glowing generalities about the importance of safety. Generalizations must always be interpreted to pupils in terms of specific safety tests covering specific operations. And the safety test must always be reasonable and based upon expert authority or experience . . . or both. The test must also be thoroughly explained to the pupils, discussed with them, and, after adoption, rigidly enforced with no exceptions.

how do you teach
industrial arts safety
to the non-reader?

Try Tape Recording Safety

*By Cecil Zaun
and Louis K. Kyzivat*

The safety test we evolved may be given to non-readers by a tape recording and self-administered by the student. The same questions may be used that are on the printed form, but via the recorder it is possible to dwell on the regulation or operation a little more thoroughly, enlarging on the actual statement in the test by explaining the terms. To help non-readers still more, we use 8x10" pictures which are posted on a large board. One shows the right way of completing an operation, the other the wrong way.

Rough samples of both the pictures we use on this test and the printed form we have developed here. The pictures show hands of students at work. The boy being tested looks at the pictures, listens to the accompanying tape recorded questions, marks "X" in a box to indicate whether the picture is right or wrong.

Combining the pictures and the tape recorded message, it is thus possible for the student to complete this test, learning something about safety at the same time. When the form has been completed, it is signed by both student and instructor, for the protection of the board of education and the teacher.

However, mere safety tests will not of themselves insure a safe school shop. There must be a genuine will on the part of both teacher and pupils to work so as to avoid accidents. This will can be generated only through knowledge and the proper attitude, the two producing desire and intelligent effort. Knowledge is acquired through the written and spoken word, through demonstrations, pictures, charts and discussions. Attitudes come from emotional responses to information, appeals to unselfish behavior, and a fine example set by the teacher or by other persons in a position of leadership. The ultimate aim is alertness to safety hazards and the habit of sound safety practices●



forum-in-print

We asked this question: How do you work with your school architects to insure safety being built into your school buildings? Do you get any help from your local safety groups or from your patrons engaged in safety work?"

Are There Hazards in Your Plans?

A new school is constructed with a door opening on a 12-inch drop. In other new school buildings, other unsafe conditions are found. Here two safety supervisors tell how their new buildings are checked for safety in the blueprint stage—so that hazardous mistakes just don't happen.

Ronald D. Patterson
*Supervisor, Safety Education Department
Detroit, Michigan, Public Schools*

ALL too often, school administrators concentrate their concern for the safety of their pupils on the way to and from school and overlook the necessity of assuring their safety through the proper construction and maintenance of the school plant.

When planning the new school, school personnel from the superintendent to the school custodian should have the opportunity of voicing their opinions regarding safety factors involving their individual departments. Who would be in a better position to advise on the design of the swimming pool than the athletic instructor? This is true in departments of art, science, vocational education and many others.

One must bear in mind when planning and constructing buildings that the most serious hazard to the safety of the children is fire, and therefore, materials of fire-resistant types should be utilized wherever possible.

Of course, in Detroit, as in most large cities, construction of school buildings as well as other public and semi-public buildings is controlled by the city building code. Also, all plans and specifications for proposed school construction must be submitted to the fire marshal for approval.

As the construction of the building progresses, the department of architectural planning and the safety education department confer on such items as types of fire alarm systems, types and location of fire extinguishers, location and design of off-street parking areas for cars of personnel, types and location of playground apparatus, location of shut-off valves for overhead sprinkler systems, and many other details pertinent to the safety of the building. Frequently, older buildings that are being renovated present a good opportunity for correcting unsafe conditions which have existed by consultation with the department of architectural planning and the safety education department.

The Department of Public Instruction for the State of Michigan has published two bulletins about these problems which are quite helpful: Bulletin No. 412, *Planning Together for Better School Buildings*, and Bulletin No. 338, *A Guide for Planning School Buildings*.

John E. Motell
*Supervisor of Safety
Richmond Schools
Richmond, California*

To those who are following the accident picture it becomes increasingly evident that much more has to be done before we can hope to win the "war that has never been won."

Although every segment of the population must be enlisted in the fight for safety, perhaps the most important is the school. It is only through proper training that we can hope to improve the grim picture drawn by accident facts. The school must attack the problem in a realistic, positive way, beginning at the earliest age, training the child to believe in the importance of doing things the safe way. *This*

means that the school must set the example.

In our Richmond schools, the elimination of hazards and the installation of proper protective devices is of first and paramount importance. Those who deal with the problem of developing proper attitudes and habits of safety can do so most effectively in the proper setting.

When new buildings are planned, they are planned to be safe. To begin with, plans are checked by the safety department. Before a building can be erected, the plans must meet state specifications as well as local regulations pertaining to safety. A feature of all our general contracts specifically indicates that all buildings must meet the requirements of the state department of education, the Division of School House Planning, the State Division of Architecture, and the State Department of Industrial Safety. Then before a building is accepted, it is thoroughly inspected to see that all require-

ments are met. One of the main duties of the school inspector is to see that, during construction, hazards are not allowed to exist.

Regular inspections are made of existing buildings by the principal and by the safety department. Even student groups constantly check for hazards. Accident reports are analyzed to determine existing hazards. When hazards are detected, priority is given to their elimination. Three important factors lend impetus toward the elimination of hazards: the high awards given accident victims by the courts, the large return of insurance premiums, and the pride of a community ranking high in safety.

Since our community is safety conscious, there is no difficulty enlisting the aid of everyone toward making and keeping our schools safe. From the superintendent, the principal, the teacher, the custodian, the child, and even the parent, comes encouragement and cooperation●

Schools Asked to Take Part in Home Safety Inventory

“WHAT’S Going On In Home Safety?”

That’s a question being asked by local and state home safety leaders throughout the nation who are participating in the 1956 Home Safety Inventory. The program is sponsored by the Home Division of the National Safety Council.

The Home Safety Inventory is a systematic attempt to obtain information regarding the status and scope of home safety activity in communities and states throughout the country. Local groups and organizations, including schools, are being queried concerning home safety activities they conducted during 1956. Their answers will supply information regarding just who is doing what in home safety.

Any home accident prevention program, to be effective, must reach into every household in the community and inform its occupants of the hazards within the home, educate them to safe practices and develop safe attitudes which are the basis for safe behavior. Educational methods are especially important because safe behavior cannot be ordered. Many kinds of organizations and agencies are needed to reach all members of the community. Schools are among them, and are making important contributions to home safety.

Many school safety activities have a direct relationship to safety in the home environment. Many schools are cooperating with other com-

munity groups to promote safety in the home. As an integral part of the community, such activities should receive appropriate recognition. Through the 1956 Home Safety Inventory such recognition can be achieved, but only if schools active in home safety complete a simple program summary form.

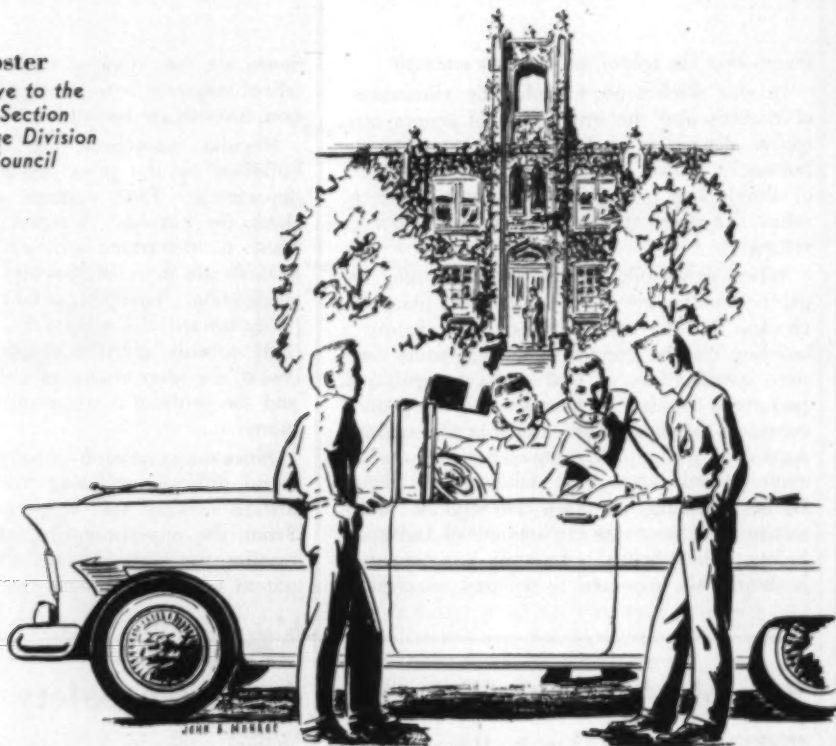
Don’t let modesty keep you from reporting. Descriptions of some good school home safety programs are needed.

Through more than 60 local and all 48 state Home Safety Inventory centers, announcements and program summary report forms are being distributed to all interested agencies and groups. If your school has received a Program Summary Form, complete it and send it to your Inventory Center during January, 1957.

If you have not received a form and you have a good home safety activity to report, write the Home Division of the National Safety Council, and they will put you in touch with the proper Home Safety Inventory Center.

Early in 1957, a Home Safety Inventory Report will be published by the National Safety Council. Many communities and states will also distribute local or state reports. In these, due recognition will be given to the home safety efforts of all reporting agencies and organizations. Be certain your school receives recognition for its role in helping to make the homes of your community safer places in which to live●

By Daniel Webster
*Staff Representative to the
Higher Education Section
School and College Division
National Safety Council*



Questions on the Campus

"Do you know how to drive?"

"Who taught you to drive?"

"Have you been involved in an automobile accident?"

These were some of the questions asked by Baldwin Wallace College professor Ralph K. Davies to students at this Berea, Ohio, school. Their answers may surprise you . . .

HOW do college students learn to drive? What are the needs for driver education in our colleges and universities?

To answer these questions, we must go to the college students themselves to find out (1) if they know how to drive, (2) who taught them, and (3) what has been their driving experience.

Professor Ralph K. Davies of Baldwin Wallace College, 1,333-student co-educational school in Berea, Ohio, determined last May to find out what his student driving problem was. He devised a "Driver Education Questionnaire," and invited all full-time students at the college to complete it.

More than half, or 710 of the students, voluntarily completed the questionnaire. The results were informative, and often surprising!

Divided into two parts, the questionnaire was designed to obtain information as to the number of students who know how to drive a motor vehicle, their driving experience, background and habits, and to find out whether or not there may be a need for driver education courses sponsored by the college, both for present drivers and for those students who would like to learn while attending college.

Only 18 of the men (363, or 47 per cent, of the entire male student population participated in the survey) were non-drivers. Some 345 presently hold a license to drive a vehicle. While the 347 women students who answered the questionnaire represented a higher proportion (60 per cent) of students, only 86 per cent of them hold driver's licenses of some type. Fifty are non-drivers.

Ohio was the home state of 80 per cent of the students, and Ohio motor vehicle law provides that a minimum age of 16 must be attained before either a driver's license or a restricted, or instruction, permit can be obtained.

While college administrators expected that a number of students learned to drive before reaching legal age, they were amazed at the number. More than 18 per cent of the women students who drive reported they learned before reaching legal age, and about 20 per cent of them drove for the first time at the age of 12 years or under!

A NEW SAFETY SERVICE

... for colleges and universities has been established by the National Safety Council. Subscribers will receive subscriptions to Council publications, selected posters, other safety education and accident prevention materials. A special introductory price of \$17.50 will be effective until January 1, 1957, after which the net cost will be \$19.80.

—The Editor

The figures were even higher for the men. Forty-three per cent of the male drivers drove a car before reaching legal age, and, of these, about 20 per cent drove for the first time at age 12 or under!

Sixteen, however, was the age most frequently indicated at which the student learned how to drive, 56 per cent of the women and 40 per cent of the men indicating that they waited until they reached legal age before learning how to drive. The fact that many of Baldwin Wallace College's students come from rural areas and farms might not be typical of the experience found in other sections of the country.

Investigators were also surprised to learn the relatively small part high school driver education courses had to play in the case of male students. Slightly less than 23 per cent learned from high school, AAA or professional driver education courses. The majority learned from their parents.

Women students who drive indicated that, in 57 per cent of the cases, they learned from a high school, AAA, or professional driving school. Only 30 per cent of the women learned from a parent.

The earlier driving experience of male students is again indicated in the fact that more than half of the male students who drive have

been driving five years or longer, as compared to about 25 per cent for the women drivers.

Do men students or women students have the most accidents? Since the survey did not try to measure the amount of driving done by male and female students, it is difficult to compare the accident experience of male students with that of female students. Fifteen per cent of the men indicated they had violations recorded on their licenses, and 50 per cent stated they had had minor collisions. Eighteen reported having had more than six collisions.

The record for female drivers on this score was brighter. Only two per cent of the women drivers had violations recorded on their licenses; 36 per cent stated they had had minor collisions while operating a car. Less than ten per cent of the women students reported more than six collisions in their total driving experience.

Exposure to accidents and violations seemed to be somewhat proportionate to automobile ownership. Seventy-four per cent of the men drivers indicated they owned their own cars. Only 17 per cent of the women own automobiles.

Do students learn to drive when there is a car in the family, and leave this learning out of their education when there is no family car to drive at home?

Evidently. There is an automobile in the immediate family of 99 per cent of the women drivers, and 98 per cent of the men drivers. In contrast, only 84 per cent of the women who *do not* drive indicated that there was a family car, and one-third of the men who *do not* drive said there was no car in the family.

Although few hard and fast conclusions could be drawn from this survey, a number of findings are significant:

- ▶ The student and his automobile are important factors on the college campus, as they affect traffic and parking controls and facilities, student activities and conduct. On this campus, three-fourths of the students who drive represent virtually the entire male population.
- ▶ High school driver education courses have been influential in the instruction of women students, but negligible in the case of male students, the majority of whom appear to learn at home under the tutelage of a parent.
- ▶ There is need for driver education courses in colleges for student non-drivers, particularly women, who represent a much greater proportion of the non-drivers●



The Fox

By Richard J. Wilkie
Elementary School Teacher
Toronto, Ontario
Canada



"A BURNED child fears fire." A child once involved in an automobile accident carefully avoids another.

I learned this through a pupil I had in one of my classes a few years ago. This pupil was extremely interested in safety lessons. He spent most of his spare time busily drawing safety posters with safety slogans attached. His extreme enthusiasm aroused my curiosity, and I learned that he had been hit by an automobile recently while running across the road.

It seemed to me that if every child could have one such experience and survive, the problem of teaching traffic safety would be solved. Since we wouldn't want this to happen, I searched for a substitute method.

There is an old Chinese proverb: "One seeing is worth a thousand tellings." I decided to try a visual approach.

A former pupil, now an artist, drew an outline picture of a boy running between parked cars and an approaching auto about to hit him.

We made this picture into a slide and projected it onto a screen in front of the class.

The room was dark, and all eyes were focussed on the screen. I led off the discussion with the question: "Where do you think the artist was when he drew this picture?"

The answers amazed me. New York, Montreal, Toronto, always someplace "else." It took several minutes before the class discovered that the situation could happen *anywhere*, even *right here*.

"Where is the boy going?" "What could have made him do this?" "How fast is the auto probably going?" "How many feet will it take the auto to stop?" I was surprised and pleased to discover that a 30-minute lesson had passed with the pupils doing all the answering, and all of the thinking. For once they were not sitting like mental sponges, soaking in the do's and don'ts of safety rules. They were meeting the actual situation mentally before encountering it physically. I hoped that the result would be a conditioned response. When the external stimulus of parked cars was projected on the pupil's conscience, the learned reaction would be one of caution.

As every teacher knows, a good lesson should have an application. To meet this problem, I traced the original drawing on a stencil and made a copy for each pupil. Next, we needed a symbol of safety to mark the spot on the drawing where the boy should have stopped and thought of his safety rules. What should be our safety symbol?

"Where Should I Have Stopped to Think?"

Gives the Answer!

A child who had learned safety the hard way, in an automobile accident, gave this Canadian school teacher some new ideas about teaching safety. This is the way he applied them to bring new stimulation to his pupils . . .

The problem was presented to the class, and a fox was chosen as our symbol of safety because the fox best symbolized caution. A small fox's head was drawn, traced on cardboard and a model cut for each pupil. The fox's head was then placed at the point on the drawing where the boy should have stopped and thought of his safety rules. The head was outlined in red and yellow, and the rest of the drawing outlined in ink or dark crayon. This, I thought, would enable the pupil to meet the traffic situation in the classroom before meeting it on the street.

Encouraged by the success of the first lesson, I had other slides made to illustrate other equally dangerous traffic situations. Stencils were made for each individual, and the same steps followed—the children were asked to draw in the fox's head where the small child should have stopped to think. The action was followed by a class discussion, the teacher throwing out questions to the children for their answers. This

plan leaves a great deal of initiative to the individual teacher, as a definite set of questions is difficult to outline.

Other methods I have used may be of some help to the many teachers interested in the problem of teaching traffic safety.

One of these methods is our safety "cartoons."

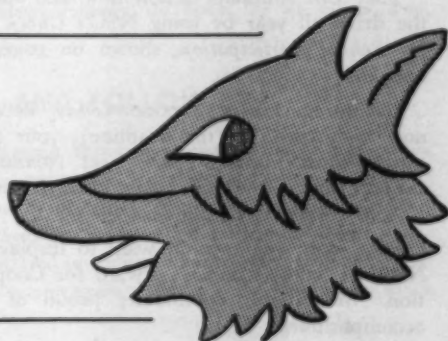
We have the usual display of safety posters done in the art room. It has always seemed a pity, however, that this type of activity was limited only to that relatively small percentage of pupils who have real artistic ability.

An idea occurred to me. If the art work were already done, the pupil would still be able to profit if he could fit a safety slogan to the ready-made drawing. Magazine cartoons were a fertile field for ready-made art work. Although they usually have a comic caption, maybe the children could clip off the caption, make up one of their own.

(Continued on page 40)

A SAFETY SYMBOL FOR YOUR PUPILS

Pictured at the right is the stencil of the fox which Richard Wilkie uses in his classes. You may wish to cut it out, paste it on backing, make a copy for each of your pupils for them to use in pointing out, as Mr. Wilkie suggests, the exact spot in pictures of unsafe situations where foresight and caution could have prevented an accident.



Safety Supervisors Thank Weedon, Greet French

A FORMAL resolution of appreciation for the help and work of Vivian Weedon, formerly staff representative to the Safety Education Supervisors Section, and a welcome to her successor, Charles French, were read officially into the minutes of the business meeting of the Section held during the recent National Safety Congress.

Miss Weedon was presented with an orchid by Miss May Wyman, supervisor of special education and safety of the Louisville, Kentucky, public schools and a member of the executive committee of the Safety Education Supervisors Section. Mr. French received a carnation.

The resolution was made so that "formal recognition of your value to this organization could be recorded officially."

"Children in many states are living happier, more useful lives because of the help you have given us . . . The orchid will fade, but may its memory be a token of our affection . . . and a symbol of the many friendships you have established," said the resolution.

Miss Weedon is taking over responsibilities



Mary May Wyman pins a carnation on Charles French, new staff representative to the Safety Education Supervisors Section, while, orchid-bedecked, Vivian Weedon looks on.

as staff representative to the newly reactivated Elementary School Section of the School and College Division. Mr. French began working with the Safety Education Supervisors Section last July 1.

Participate in the Falls Campaign; Win National Recognition for Your School and Prevent Accidents

Falls in schools cause many lost school days, accident claims and painful injuries. Many happen so quickly, and, at times when supervision is so difficult, that they go unreported.

But falls can be *stopped* by alert educators. Start today to *eliminate* falls by encouraging your system safety committee to cooperate in the National Safety Council's National Campaign for the Prevention of Falls.

They can stimulate action now and sustain the drive all year by using NSC's *Check List for School Participation*, shown on pages 25 and 26.

Get the machinery in motion *today*. Between now and April 30 (the deadline), your committee must *inspect, confer, get community support, and submit their own check list made to your community's standards.*

Plan soon where you'll want to display the National Safety Council's Award for Cooperation. Make your community proud of this accomplishment.

"PARKING IS NOW TAUGHT IN THE CLASSROOM"



A 16 mm sound film specifically designed to teach students the ABC's of parking correctly. It does this simply and easily, with the result that many students are able to park in their first attempt.

Some of the features portrayed in the film are: (1) a full classroom demonstration; (2) a complete street demonstration and (3) the proper use of a modern Portable Parking Board. Every driving instructor will appreciate a print of this easy-to-understand film for his school. Educators rate its teaching value highly.

16 mm Sound - \$50.00

(Running Time 11 minutes)

Also Available on a Rental Basis

We are the distributor of the Parking Board

BOND SAFETY PROJECTS

Room 101, 342 Calle Santa Rosa

Palm Springs, Cal.

NATIONAL CAMPAIGN FOR THE PREVENTION OF FALLS

CHECK LIST FOR SCHOOL PARTICIPATION

Prepared by the School and College Division, National Safety Council

Name of School _____ Date _____

City _____ State _____

INTRODUCTION

Realizing that falls are second only to traffic accidents in the total number of accidental deaths each year, the National Safety Council has organized a National campaign for the Prevention of Falls. Cooperation in this campaign by industry and commerce, home, farm, and school should result in a decided downward trend in injuries and deaths caused by falls. What can your school system do to become part of this nationwide campaign? We suggest that you start your activities by using the following check list in order to:

1. Enlist and organize as many faculty members, parents, clerical and custodial personnel, and students as possible in a drive against falls and all hazards.
2. Facilitate the administration and operation of a thoroughly safety-minded school.
3. Prepare curricula to develop safety attitudes in schools which will carry over to homes and industry during and after the time the child is in school.
4. Gain recognition for your school's accomplishments in safety education by working to receive the National Safety Council Award for Cooperation in the National Campaign for the Prevention of Falls. By submitting *your own comprehensive check list*, devised and used in your own school after careful consideration of the general check list herein contained, to Wayne P. Hughes, Director, School & College Division, National Safety Council, 425 N. Michigan Ave., Chicago 11, Illinois, you can qualify for this award. DEADLINE FOR SUBMITTING QUALIFYING CHECK LISTS—APRIL 30, 1957.

WHO WILL USE THE CHECK LIST?

Local conditions and policies will determine how responsible members of the faculty, parents, students and non-professional staff can cooperate in any safety program, but the more people who become involved in inspections, group planning, surveys, and administration of safety programs, the better the job will be done.

HOW ABOUT EVALUATION AND FOLLOW-UP?

Besides this check list a systematic reporting of accidents through Standard Student Accident Report and Summary Forms and a periodic analysis and comparison of accident statistics provides the persons responsible for any safety program ample ammunition to resolve many safety problems. Attractive and effective reports of *local conditions* are the most useful means of stimulating *thought, discussion and action* in classrooms, student councils, curriculum committees, and informal groups involved in recreational and other activities. They keep a safety program committee alive and thoughtful about improvement trends and the direction in which progress must point.

(over)

HOW SHALL THE CHECK LIST BE MARKED?

A circle around the proper letter will point up conditions that are:

- S — Satisfactory and need no attention.
- A — Acceptable and need some attention.
- U — Unsatisfactory and need *immediate action*.

The fever chart of "U's" encircled will point the way toward effective action by those responsible for the safety program.

ALL-PERSONNEL INSPECTION AND ACTION PROGRAMS

1. Periodic and complete inspections of plant and equipment involving students, faculty, and non-professional staff in the determination of any hazard or potential hazard. S A U
2. Student planning, communication, and administration of campaigns against fall hazards in all sections of the school building and on the way to and from school. S A U
3. Provision for:
 - a. the elimination of running and rough-housing anywhere in the school building, playground or on the way to and from school. S A U
 - b. elimination of litter, trash, etc. S A U
 - c. adequate supervision and instruction for safe play periods, pre-school, and after school occasions. S A U
 - d. proper loading, seating, and other safe practices on buses and in private cars. S A U
 - e. effective and orderly practices facilitating efficient movement and assembly at all school events. S A U
 - f. storage of bicycles, play equipment, and other unstored hazards. S A U
4. Survey of games and apparatus to determine if some need to be discontinued to prevent excessive numbers of falls. S A U
5. Continuous and effective supervision of recreation activities by faculty members and students. S A U

CURRICULAR AND ADMINISTRATIVE SAFETY ACTIVITIES:

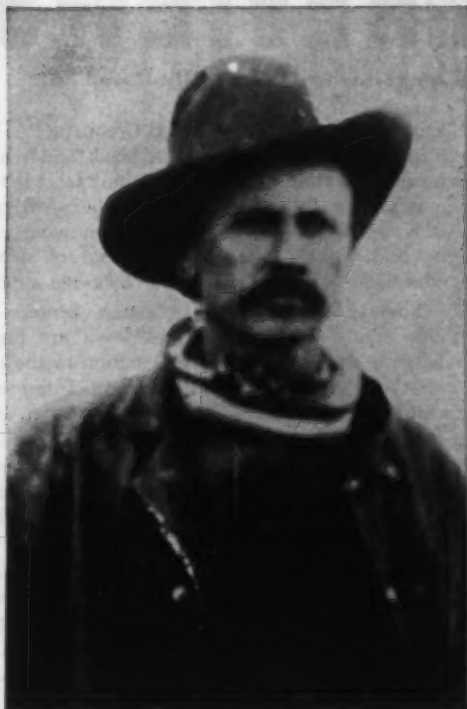
1. Full use by all personnel of appropriate teaching aids; posters, lesson units, Safety Education Data
- Safety Education for December, 1956 • 26

Sheets, films, and other means of communicating the safety story. S A U

2. Cooperation in action programs and interchange of information with P.T.A. safety committees and local safety councils. S A U
3. A planned home safety campaign designed to create safe home conditions and build safety attitudes. S A U
4. Effective use of school plant safety specialists when new construction or remodeling is contemplated. S A U
5. Development of curricular units on falls and other accident problems for integration into physical education, home economics, industrial arts, and other subject areas at any level. S A U
6. Student-teacher interchange of current information about safety problems which may develop in any school area. S A U

INSPECTION, MAINTENANCE, AND REPAIR OF FLOORS, STAIRS AND GROUND SURFACES:

1. Provision of safe hand rails, safety treads, non-skid floor coverings, safe cleaners and waxes, etc. S A U
2. Elimination of slippery playing surfaces, standing water, and other surfacing problems of floors, fields and play areas. S A U
3. Freedom from litter, unstored equipment and spilled foods, greases and liquids. S A U
4. Construction of supports and braces to protect against excessive stress and breakage damage in seats, benches, bleachers, etc. S A U
5. Safe and adequate lighting throughout the school. S A U
6. Construction of guard rails in balconies and grandstands. S A U
7. Prompt removal of rain, snow, mud and other bad weather hazards which cause falls. S A U



It's actually easy to save—when you buy Series E Savings Bonds through the Payroll Savings Plan. Once you've signed up at your pay office, your saving is done for you. The Bonds you receive pay good interest—3% a year, compounded half-yearly when held to maturity. And the longer you hold them, the better your return. Even after maturity, they go on earning 10 years more. So hold on to your Bonds! Join Payroll Savings today—or buy Bonds where you bank.

Safe as America— U.S. Savings Bonds



The U.S. Government does not pay for this advertisement. It is donated by this publication in cooperation with the Advertising Council and the Magazine Publishers of America.

Why the killer came to Powder Springs



THE SKINNY little Texan who drifted into Butch Cassidy's layout at Powder Springs one day in '97 had dead-level eyes, a droopy mustache, and two six-guns tied down for the fast draw. Called himself Carter. Said he was a killer on the run.

That's why Cassidy and the outlaws in his notorious Wild Bunch told him all about the big future plans for their train robbers' syndicate. They took him in.

And he took them in. He was a range detective whose real name was a legend in the West—Charlie Siringo. And the information he got before he quietly slipped away stopped the Wild Bunch for a long, long time.

Of course, Siringo knew all along that if Cassidy or the others had discovered the truth, they'd have killed him sure. But it just never worried him any.

You couldn't scare Charlie Siringo. Coolest of cool customers and rawhide tough, he had the go-it-alone courage it takes to build a peaceable nation out of wild frontier. That brand of courage is part of America and her people—part of the country's strength. And it's a big reason why one of the finest investments you can lay hands on is America's Savings Bonds. Because those Bonds are backed by the independence and courage of 165 million Americans. So buy U.S. Savings Bonds. Buy them confidently—regularly—and hold on to them!

Views AND REVIEWS

By Nancy Blitzen, Editor, National Directory of Safety Films, National Safety Council

SCHOOL people in those areas of this country where tornadoes are prevalent will welcome a new production released by the U. S. Weather Bureau entitled *Tornado*.

A 15-minute motion picture in black and white, *Tornado* was sponsored jointly by the United Gas and Texas Eastern Transmission corporations. It deals with the Weather Bureau's means of tracking down and predicting the actions of approaching tornadoes.

What can be done to help cut down injury and avoid deaths in schools, businesses, homes and even among those caught in the open is discussed and shown. The film also details the operations of volunteer tornado observer groups.

Prints are available for loan from local Weather Bureau offices throughout the country. They can be purchased from The Calvin Company, 1105 Truman Road, Kansas City 6, Mo.

A filmed pictorial report on the use of their training aid, the Drivotrainer, has been re-

leased by Aetna Life Affiliated Companies. The film, *Teach Them Now*, is a black and white production running about 21 minutes. It is not a safety film in the true sense of the word, but it is an interesting commentary on what can be and is being done in the field of driver education, especially with the teen-age driver.

Surveys conducted by research centers in New York, Los Angeles and Iowa are highlighted, and teacher-student reaction to the use of the Drivotrainer is presented. Interviews with educators, students and civic leaders are shown.

The production is a promotion for the continued use of the Drivotrainer and its adoption as an integral part of every driver education program.

Prints are available on loan from Aetna Life Affiliated Companies, Public Education Department, Hartford 15, Connecticut, or local Aetna Casualty and Surety Company offices.

SAFETY Education with a SMILE! WALT DISNEY'S 2 NEW SAFETY FILMS

"I'M NO FOOL WITH FIRE"

"I'M NO FOOL WITH A BICYCLE"

fully animated, 16mm Sound, Color by Technicolor

It's news when Disney talents turn to Safety themes! That these two films are delightfully amusing is expected. That they teach so effectively is important. That they are designed for elementary grades means real help for safety educators.

Lovable Jiminy Cricket goes to work tracing the history of his subject matter—spelling out specific safety rules which apply—and conducting novel safety contests between Y-O-U and a C.O.F.*

* Common Ordinary Fool

Awarded "Highest Honors" in 1956 competition sponsored by the National Committee on Films for Safety.



© Copyright
Walt Disney
Productions 1956

Available under long term lease to educational film libraries 8 minutes—Sound, color by Technicolor—\$100—Preview prints available when leases contemplated.

WALT DISNEY PRODUCTIONS—16mm Division, Dept. SE-1 Burbank, Calif.

Lower Elementary

safety lesson



Sketch S-0067-A



What's wrong in this picture?

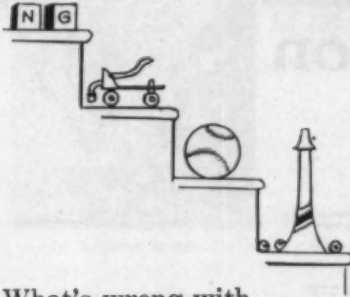
Name at least six things we should *not* do in decorating our Christmas tree.

Why is this tree safer than the one pictured above? Write five safe rules for putting up a Christmas tree.



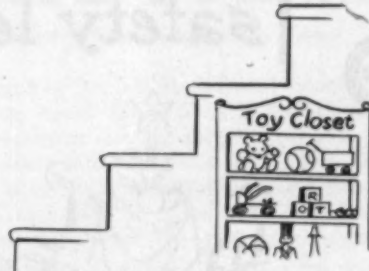
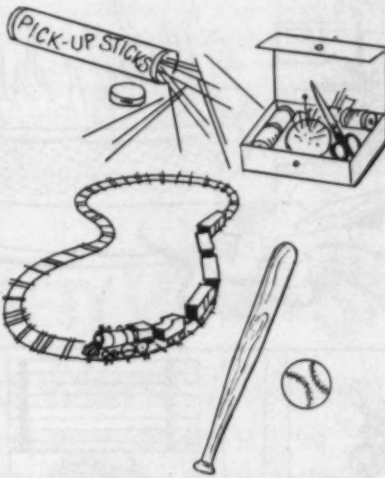
Prepared by Miss Ruth Jewell, State Music Consultant, State Dept. of Public Instruction, Raleigh, N. C. Published by the School and College Div., National Safety Council. One to 9 copies, 6 cents each. Lower prices for larger quantities. Printed in U.S.A.

TOYS



What's wrong with this picture?

Why are these toys not safe for babies? Name some that would be safe.



Why is this picture better?

What safety rules should we follow in playing with these toys?



Merry Christmas and a Very Happy New Year

Answers to page 1: 1. Do not use candles. 2. Do not use paper decorations. 3. Do not use cotton or other flammable material around the base of the tree. 4. Do not leave wrappings and boxes under the tree or too near the fireplace. 5. Do not set up an electric train track under the tree. 6. Do not have tree too large or put it too close to an open fire. 7. Place tree in coolest part of room away from fireplaces and radiators. 8. Set tree up just a few days before Christmas and take it down as soon as possible after Christmas. 9. Stand tree in water or use a tree planted in a box of sand. Be sure the base is firm. 10. Use only electric lights and see that wires are not frayed. 11. Place cord so that it will not be a tripping hazard.



Sketch S-0867-A

DECEMBER 1956

Upper Elementary

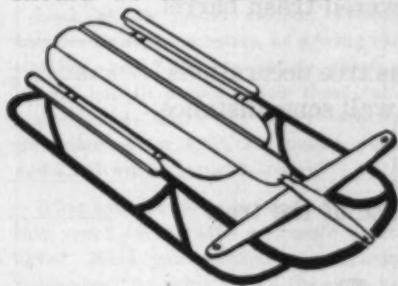


safety lesson

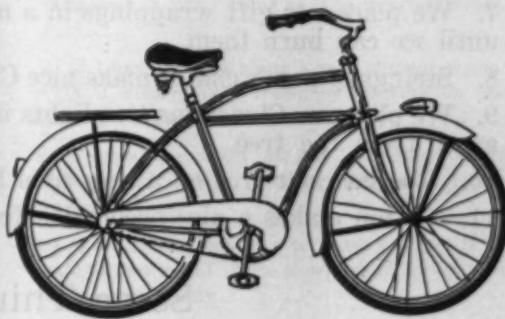
Our Christmas Toys

(Answers on next page).

1. What rules should we follow in playing with our sled? Where should we use our sleds?



2. What rules do we follow in riding a bicycle?



3. What instructions should we have before we use these?



4. What danger is present in using a dart board? Make some safety rules to use in playing with it. Make rules about roller skates.



Prepared by Miss Ruth Jewell, State Music Consultant, State Department of Public Instruction, Raleigh, North Carolina. Published by the School and College Division, National Safety Council, 425 No. Michigan Ave., Chicago 11, Ill. One to nine copies, six cents each. Lower prices for larger quantities. Printed in the U.S.A.

Decorating for Christmas

Answer true or false, and give a reason for your answer.

(Answers below)

1. Our Christmas tree should be put up just a few days before Christmas. _____
2. We stand on a stepladder rather than a box to decorate our tree. _____
3. We should always stand straight on a stepladder or have someone holding it. _____
4. All strings of lights are checked carefully for frayed wires before putting them on the tree. _____
5. We place our tree near fire or heating devices. _____
6. It is nice to leave our Christmas tree lighted when we leave home. _____
7. We place our gift wrappings in a metal covered trash barrel until we can burn them. _____
8. Strings of paper chains make nice Christmas tree decorations. _____
9. We plug our Christmas tree lights into the wall some distance away from the tree. _____
10. We have our tree on a very firm base. _____
11. Cotton makes a nice decoration for the base of the tree. _____

Some Things to Do

1. Draw a picture of a Christmas tree and put the correct decorations on it.
2. Draw a picture showing what you do with wrappings after you have opened the packages on Christmas morning.
3. Draw a picture showing a neat and safe way to store your toys.
4. Select a chairman for the decorating committee for a Christmas tree in your school. Discuss the decorations you plan to use. Decide if they are safe and whether you will use them in a safe way.
5. Have a discussion on the safety of toys you will either give or receive.

Answers to Decorating for Christmas: 1. True. The longer the tree is up, the drier it becomes; therefore becoming a greater fire hazard. 2. True. A box turns over much faster than a stepladder. 3. True. You are less likely to fall. 4. True. This helps to avoid using a cord with places at which a short circuit might occur. 5. False. The heat dries out the tree, making it more highly flammable. 6. False. A short circuit might cause a fire, and we wouldn't be there to call the fire department. 7. True. The less paper there is near the tree, the less danger of fire. 8. False. They burn too easily. 9. True. This prevents the danger of turning the tree over when we plug the lights in. 10. True. This makes the tree less likely to turn over. 11. False. It is too much of a fire hazard.

Answers to first page: Question One. We sled where there is no traffic. We do not aim sleds toward highways, ditches or ponds. We do not slide where there are rough spots, such as roots or stumps. Question Two. (a) Ride with traffic. The bicyclist is subject to the same regulations as the motorist. (b) To make a left turn or cross an intersection in heavy traffic, ride to the corner and walk your bicycle across the crosswalk as a pedestrian. (c) Give hand signals just as if you were a motorist. (d) Don't hitch onto the back of trucks. (e) Always ride one behind another, never abreast. (f) Ride a bicycle that is the proper size for you.

Answers to Question Three: When a chemistry set is first opened, an adult should explain functions and rules of safety in use of the set. The child should be taught what each substance is and how it reacts under varying temperatures. Use chemicals in the set only as directed. Get help from an adult on how to use your tools properly and safely. Keep tools away from young children. Pick tools up and put them into a box when you are finished playing with them. Question Four: Place dart board where there is no traffic, such as on a wall in the basement—never in a place where people will be coming in and out. Aim only at a safe, designated target. Remove skates before crossing street. Put skates away when you have finished with them.

Junior High School

SAFETY LESSON



Sketch S-0868-A

Wise Walking and Riding

Read Carefully

Look at the poster picture. Students riding bicycles or motor scooters, or driving cars, or just walking—are following safety rules. Unfortunately, not all people follow these rules. If the motor-vehicle death and injury rate for 1956 is the same as for 1955, 105 people will be killed and 3,700 will be injured—today!

What can you do to cut down the accident rate this year? What safe or unsafe habits do you have? Have you checked your actions lately? Remember, "knowing" is not the same as "doing."

Arrive Alive!

When you start somewhere, either by walking, using your bicycle or motor scooter, make sure you observe common sense safety rules. Test your walking habits by marking the following statements "yes" or "no."

1. When crossing a street, I either hesitate part way across or dash across rather than walk at a normal rate, keeping alert as I walk. _____
2. When I know I have to walk along a stretch of road at night, I always wear as much white clothing as possible. _____
3. When I cross in a crosswalk with the traffic light, I am completely safe. _____
4. I always stand in the street, about a foot from the curb, and wait for traffic to pass. _____
5. If the light is just changing, I start across the street quickly. _____
6. Since the pedestrian has the right of way, I feel safe in crossing against the light if I use the crosswalk. _____



7. I believe playing in the roadway is just as dangerous in rural areas as it is in urban areas. _____

8. If I have to walk along a road without a sidewalk, I always face traffic by walking on the left side of the road. _____

9. I cross the street at any convenient place rather than always choosing designated crosswalks. _____

10. I think the best way to cross a street is to walk in and out of traffic slowly so motorists can see me more easily. _____

Answers: *Arrive Alive.* (1) no; (2) yes; (3) no; (4) no; (5) no; (6) no; (7) yes; (8) yes; (9) no; (10) no. (If your walking habits don't agree with these answers, better check yourself!)

Class Projects

1. Combine literary and art talent in your class by making a series of posters to be hung in the school halls and on homeroom bulletin boards. Show dangerous walking habits by illustrations and develop catchy titles for the posters such as, "Are your feet killing you?"
2. Ask your local safety officer to speak to the class or to an assembly program on pedestrian safety.
3. Each morning have a class member volunteer to describe a pedestrian who violated safety rules. Keep a record of the various violations for help in Project Number One.



Prepared by Dr. Vincent J. McGuire, Associate Professor, Continuing Education, University of Florida, Gainesville, Fla. Published by the School and College Division, National Safety Council, 425 N. Michigan Ave., Chicago, Ill. One to nine copies of this unit, six cents each. Lower prices for larger quantities. Printed in the U.S.A.

Junior High School Cyclists' Project

Of the approximately 21 million cyclists on the road, 75 per cent are under 15 years of age. Many junior high school students are in this group. In White Plains, New York, the public school students and the teachers started a bicycle safety program that provided for: training riders, licensing bicycles, checking mechanical features of "bikes," and a road test course. The police and parents of White Plains worked with the teachers and the students to make this an outstanding program.

1. Go to the library and find the September, 1954, issue of *Woman's Day*. Read the article starting on page 32. Take notes as you read so that you will be able to discuss the White Plains program with local people.
2. See if there are some things that need to be added to or changed in the White Plains program in order to meet your local needs.
3. Order the films listed in the article for previewing and for P.T.A. programs.
4. Write to the Bicycle Institute of America, 122 East 42nd Street, New York 17, New York, and the National Safety Council—address on this lesson—for further information on bicycle safety.
5. Discuss the best possible way of introducing your proposed bicycle safety program to the people of your community. P.T.A. meetings, assembly programs, and civic clubs would be excellent places to start this program.

If White Plains can do it—so can you!

Test Your Safety Knowledge

Pictured below are good and bad bicycling actions. Place an "X" in the appropriate place and explain why the action is good or bad.

1. Good _____

Bad _____

Because _____



2. Good _____

Bad _____

Because _____



3. Good _____

Bad _____

Because _____



4. Good _____ Bad _____ Because _____



5. Good _____ Bad _____ Because _____

6. Good _____

Bad _____

Because _____



7. Good _____ Bad _____ Because _____

8. Good _____

Bad _____

Because _____



Answers: *Safety Test* (1) *Good*. Be sure your horn works; (2) *Bad*. Don't "ride" passengers and be able to see where you are going; (3) *Bad*. Don't stunt on roads or in traffic; (4) *Bad*. Don't ride so near parked cars that you'll be hit by an opening door; (5) *Good*. Ride single file and keep to your right; (6) *Good*. Approach intersections carefully and look both ways; (7) *Good*. Give pedestrians the right of way; (8) *Good*. Wear something white at night and have front and tail lights on your bike.



Senior High School

SAFETY LESSON

Safe Driving



Drive With Knowledge

If it takes you 23 seconds to examine the poster picture above, one person has been injured in a motor-vehicle accident during that time. If three hours have passed since the time you ate breakfast and now, twelve people have been killed and 450 people have been injured in motor-vehicle accidents. Today may be just another routine day for you. For 105 people, it's their last day—that's how many get killed in motor-vehicle accidents daily. Today, 3,700 people will suffer pain and shock in motor-vehicle accidents.

Did you know the foregoing facts? Are you sure that you know all you should about accidents and safety?

Do You Know?

Most of you are either beginning to drive or have been driving just a short time. You are in control of a vehicle with amazing and sometimes deadly powers. What do you know about it? Check your knowledge by answering the following questions.

1. Define "speeding" _____

2. If you hit a stationary object at 60 m.p.h., the impact would be the same as if you drove off the roof a _____ story building.

3. If you are driving at 50 m.p.h. and hit a stationary object, the impact would be the same as driving your car off the roof of a _____ story building.



4. A car traveling 60 m.p.h. has a minimum legal braking distance of _____ feet.

5. A car traveling 20 m.p.h. can be stopped in _____ feet after brakes have been applied.

6. The average car weighs 3,500 pounds, and at 100 m.p.h. its kinetic energy is _____ foot pounds. Its impact is equal to a fall from a _____ story building.

7. If you double your speed, you risk hitting an immovable object _____ times as hard.

8. A 3500 pound car traveling at 100 m.p.h. has developed enough kinetic energy to throw the car _____ feet through the air with an initial trajectory of 45 degrees.



9. If you drive 65 m.p.h. as compared to 40 m.p.h., gas consumption per mile will increase approximately _____ per cent; the number of brake applications and the braking time increases approximately _____ per cent.

Answers: Do You Know—(1) Speeding is any rate of speed that is unsafe because of conditions of the road, your car, yourself, and the weather. Even 20 m.p.h. in a thick fog is "speeding"; (2) 10; (3) 7; (4) 336; (5) 21; (6) 1,173,000 and 33; (7) 4; (8) 600; (9) 30, 50.

When You're Speeding — You're Aiming Your Car, Not Driving It!

Prepared by Dr. Vincent McGuire, Associate Professor, Continuing Education, University of Florida, Gainesville, Fla. Published by the School and College Division, National Safety Council, 425 No. Michigan Ave., Chicago 11, Ill. One to nine copies of this unit, six cents each. Lower prices for larger quantities. Printed in the U.S.A.

Rules For Determining Safe Speed

Discuss each of the following rules so that they are understood by the entire class. Select a chairman and a blackboard recorder to jot down the main points of discussion.

1. Drive at a speed that will enable you to stop in the assured clear distance ahead.

2. Keep your distance. A good "rule of thumb" measure is to keep a car's length for every ten miles of speed behind the car in front of you.

3. Adjust your speed.

The road, the weather and your physical condition should be considered.



4. Night driving requires special attention. Drive no faster than the speed which will permit you to stop within your headlight range.

5. Drive with traffic. You are probably going too fast if you are passing too many cars, too slow if many cars are passing you.

6. When you are tired or inattentive, do not drive.

Know Your Signs

On Highway 90 a man in a low-slung sports car was cruising along at 90 m.p.h. A motorcycle policeman stopped him, asking, "Didn't you see that speed limit sign back there?"

"Why, yes," was the reply. "I thought it said 90 m.p.h."

"Brother," remarked the policeman. "I'm sure glad I caught you before you turned into Highway 301!"

The above story may have an element of humor in it, but it also has a deadly side to it. Recognize the "signs of life" that are placed on the road to protect you. Write, near each of the signs below, its officially-named shape and what color it will probably be when you see it.

(Answers at bottom of next column)



You—A Pedestrian or Driver

Whether you are a pedestrian or a driver, you will be interested in knowing how much chance a pedestrian has in jumping out of the way of a speeding automobile. Since an adult pedestrian walks at the rate of three miles per hour, you can figure the ratio of car speed to walking speed by dividing the car speed by 3. To understand the increase in ratio more clearly, fill in the following blanks.

1. A car traveling at 20 m.p.h. is going _____ as fast as a pedestrian walks.

2. A car traveling at 40 m.p.h. is going _____ as fast as a pedestrian walks.

3. A car traveling at 60 m.p.h. is going _____ as fast as a pedestrian walks.

How much chance would you have to jump out of the way?

Pe-Dead-Strain or Pedestrian?

Don't let an automobile change the spelling of "pedestrian." Keep alert and keep alive! This is the month for the greatest pedestrian fatalities. People are hurrying about Christmas shopping. They are carrying bundles that obstruct their vision. The weather is usually dull and the roads are slippery. A perfect set-up for the accident spectre to take his toll! Don't you become a statistic in the column of pedestrian fatalities.



Prepare Now!

You can do your school and community a great service by sparking a program for driver and pedestrian safety now. Listed below are some suggestions for initiating such a campaign.

1. Prepare short, dynamic talks to be given in other classrooms. Start at the first grade level and speak in each classroom. Pay special attention to choice of vocabulary, length of speech, and visual examples for the elementary levels.

2. Present an assembly program just before Christmas vacation on safe driving and safe walking. Use a Santa Claus theme if possible.

"S.C." stands for Santa Claus.

"Safe-T" stands for another good cause.

Answers to Know Your Signs: Left to right, first row: Octagonal, round, rectangle, diamond-shaped; second row: crossbuck, diamond-shaped; third row: inverted triangle. Colors, in that order: red with white lettering; yellow with black lettering; white with black lettering; white with black lettering; yellow with black lettering; yellow with black lettering.

Here's what those who use it say about the **ÆTNA DRIVOTRAINER**

Use of the Drivotrainer and 3 hours of dual-control car instruction proved at least as satisfactory as standard 6-hour course . . . teacher capacity can be increased 50% with a 15-place Drivotrainer . . . savings not only amortize cost of Drivotrainer but will also reduce per pupil costs.

—Results of research at
Iowa State Teachers College*

An excellent audio-visual aid—the Drivotrainer gives promise of being more effective than on-the-road training in sharpening driver judgment, providing safe training for emergency driving situations, and inculcating safe driving attitudes.

—New York City Bureau of
Educational Research

Drivotrainer students show practically the same progress in driving skill and knowledge and significant gains in good driving attitudes, compared to those trained by the car-only method . . . all at savings in costs of up to \$11.65 per student.

—Los Angeles City
School System*

The students like it, the parents like it, and best of all, it works.

—Instructor in Oak Park-
River Forest High School

This city has maintained a good traffic safety record in spite of tremendous increase in automobile "population." Equipment such as the Drivotrainer is the only way we can meet the fast-growing driver training needs of our schools.

—Manager, Safety Council in a
southwestern city

Drivotrainer instruction helped students learn good judgment, good sportsmanship and how to handle emergencies.

—replies from over 90% of the
students who took Drivotrainer
instruction in a N. Y. City
high school.

These excerpts — some based on carefully controlled studies extending over as much as 18 months — give the gist of what teachers, students and school and safety officials across the country are saying about the effectiveness and economy of Ætna Drivotrainer instruction.

Drivotrainer instruction is already part of the regular curriculum in a number of leading schools and school systems — including Los Angeles, Dearborn, Mich., Oklahoma City, Waterloo, Ia., Springfield, Mo., and New York City, in this country, and even as far away as Sweden and Thailand.

* For more detailed information — including a condensed report of official studies in Los Angeles and Iowa — just mail the coupon.



Using instruments and controls of real cars, students in the Drivotrainer gain skill and confidence by meeting — on film right in the classroom with no danger of accident — a wide variety of everyday driving situations, including highway emergencies.

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Please send me full information on the Drivotrainer.

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Title

Address

City State

children learn construction hazards . . .

A safety poster program designed to stress the hazards of construction projects has been started in the elementary schools of Nassau County, N. Y., by Hendrickson Bros., Inc., a Long Island contracting firm.

Three posters, dealing with excavations, road flares, and sewer pipe were prepared for the fall school term. Posters will be sent out each month to participating schools. Most of the posters will deal with construction hazards. However, some will feature various pieces of modern, costly construction equipment.

Impetus for the program was supplied by the recent cave-in of a construction site in Brooklyn, New York, which killed six small children.

don't blame the children . . .

A cross-section of the nation's fire chiefs debunked "pennies in the fuse box" and "children playing with matches" as leading causes of home fires recently. Instead, they put the blame on the mothers and fathers of America for letting a billion dollars and 12,000 lives go up in smoke each year.

More than 48 per cent of the veteran fire officials participating in a nationwide survey of 500 chiefs branded "careless smoking" as the leading cause of home fires. Slightly less than 20 per cent rated faulty wiring and electrical appliances as the prime cause of residential fires, and 13.2 per cent of the fire officials put the blame on defective heating equipment.

Only one per cent said "children and matches" were the leading cause of home fires, and only one of the 500 chiefs polled mentioned "pennies in fuse boxes" among the three leading causes of residential fires.

C. E. Graham Reeves, president of the Falmec Alarm Co., Inc., which conducted the sur-

BULL

vey, pointed out that "children have been blamed for the substantial incidence of residential fires for a number of years. This survey indicates that the shoe is very definitely on the other foot."

student council meet considers safety . . .

The 20th annual conference of the National Association of Student Councils was held in Toledo, Ohio, June 15-22. About 650 student leaders and faculty advisors from 48 states participated in the work groups. The Association, a major project of the National Association of Secondary School Principals, represents the efforts of principals to involve secondary schools in pupil participation in school administration.

A highlight of the conference program was youth traffic safety activities. Work groups considered "Tips and Cues on Safety Education Projects," "How to Organize Safety Education Projects Thru Student Councils," and "Safety Education Projects for State Associations of Student Councils."

S. A. Abercrombie and Donald I. Wood represented the National Commission on Safety Education at the conference and provided consultant services at the work sessions.

Baltimore accidents analyzed . . .

A report of accidents to students in Baltimore City Schools, September 1955-June 1956, and accidents involving Department of Education employees has recently been released by Frank Bennett, specialist in safety education.

The study revealed a decrease in the number of school accidents during a period when the student population has greatly increased. The accident rate per 100,000 pupil days, showing a decrease from 6.5 to 5.6 per cent, is considerably lower than the national average.

Left: Winners of the Green Cross Journalism Contest conducted through the San Francisco Bay Area by the Eastbay Chapter of the National Safety Council are pictured with their awards. Left to right: Mrs. Christal Murphy, who won an award of merit for her "inspired guidance of youth in the service of safety and journalism"; Larry Selma, editor of the Castle Crier, Castlemont High School, Oakland; Willie Hicks, editor of The Echo, at Encinal High School, Alameda, and Judge William McGuinness, president of the East Bay Green Cross.



ETINGS

COUNCILS, CONFERENCES, CONSTRUCTION

Approximately one-third of these injuries were falls suffered by women teachers wearing high heeled shoes.

The safety division offers the suggestion that women teachers provide themselves with a pair of lower-heeled shoes to which they can change while on duty. "This practice," says Dr. Bennett, "will provide not only more safety, but will also afford greater comfort throughout the day."

youthful delegates hold Maine conference

Three hundred youths of high school and post high school age met at the State House in Augusta, Maine, on September 28 and 29 to discuss pertinent highway and traffic safety problems. The program was arranged by a student committee which selected the five most frequently asked questions from a list of questions submitted by students in all of the high schools in Maine.

On Saturday, there was a joint meeting of the Governor's Highway Safety Committee and the youths. Paul H. Blaisdell, director, Traffic

Safety Division, Association of Casualty and Surety Companies, presented an Award of Honor plaque to Governor Edmund S. Muskie in recognition of the state's driver education program. He also gave a talk on problems facing Maine in the traffic safety field.

All present were amazed by the sincerity of the young delegates and their concern for the safety program. Howard G. Richardson, director of driver education, State Department of Education, was general chairman of the Youth Conference, and Brian M. Jewett of the adult group.

summer months were deadly . . .

The National Conference of State Safety Coordinators, sponsors of the summer-long "Slow Down and Live" campaign, revealed last month that summer traffic accidents claimed 10,946 victims. This was an increase of 9.4 per cent over the preceding year's totals!

On the other side of the ledger, traffic deaths during all three major summer holidays were below those of comparable periods a year ago.

"MEET YOU AT THE HEADQUARTERS ROOM!"

"Meet you in the Headquarters Room!" was the common invitation at the past National Safety Congress.

Below: Malcolm Whale, left, of the Michigan Department of Public Instruction, discusses a point brought out in the November issue of SAFETY EDUCATION Magazine with Cecil Zaun, supervisor of safety for the Los Angeles public schools. Right: Mrs. Duke Elkow, a teacher in the New York City schools, takes a cool drink of water and removes her shoes after a tiring day.



The Fox Gives the Answer!

(Continued from page 23)

Many cartoons were brought to class by the children. They were glued to a sheet of paper and sent around the class. Pupils were to write safety captions to suit the situation. The best suggestion was taken and printed under each cartoon. The pupil who had written the best safety message was allowed to put the revised cartoon in his safety notebook. Some of the results were extremely amusing—and they gave even those children who lacked artistic ability the opportunity to have a drawing in the notebook.

Safety can even be brought into such commonplace activities as calling the roll. One primary teacher in our school has five rows of children in her class. When she calls the roll each morning, the children answer with a rule of safety instead of the usual "present." Each row of children repeats one particular rule, so that when the roll has been called, five safety messages have been reiterated around the room. The slogan for each row is changed each week.

When pupils are sharpening pencils, they are usually looking at a blank wall. I cut out short safety messages from newspapers and periodicals and pin them above the pencil sharpener, changing them at frequent intervals. In that

way, safety is brought into the trend of thought even when pupils are sharpening pencils.

Finally, a musical approach is used. We have composed a number of safety verses to fit the tune "John Peel." The verses are sung when school opens each day, again when school closes. A record of these verses was made recently and played over our local radio station each morning.

If you would like a copy of the song, or a Christmas safety song we have written to the tune of "Jingle Bells," please write me at Alexander Muir School, 108 Gladstone Avenue, Toronto 3, Canada.

If the results of our program are in proportion to the enthusiasm aroused in the students, we hope to have an improved traffic safety record from now on.

A One-Woman Crusade for Safety

(Continued from page 8)

Paved streets and sidewalks, traffic signals and one-way markings, as well as a constant P.T.A. program of traffic safety education, have given the school a "new look," have reduced immeasurably the possibility of a grievous accident.

But safety committee members still station themselves at the school to remind drivers who forget the safety rules. A particularly inspired group of women, they have demonstrated their interest and ability to right a wrong when they see it.

Their leader is Mrs. Linsky. Having dedicated herself to the goal that no child shall be killed or hurt outside Winship School in a traffic accident, she is still the guiding force of the P.T.A.'s safety program, and her influence has been felt throughout all of Detroit. Safety materials used in this program have been used in other schools in the Detroit area to help them out with their safety problems, and Mrs. Linsky herself has visited the P.T.A. meetings of these schools to aid in outlining similar safety programs.

The School's Part in Safety

(Continued from page 16)

Highway Safety Conference.

- ▶ Support of special days and weeks, such as National Fire Prevention Week.
- ▶ Use of films and other visual materials on safety, which can be borrowed or purchased from safety organizations, industry, insurance companies, the NEA, school districts and colleges.

The day of rugged individualism is over in safety. Dynamic cooperation is today's watchword for safety in the community, the state and the nation.

SAFETY PATROL

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**With Distinctive
PATROL EMBLEM**

High Visibility **YELLOW**
Rubber Raincoats with
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Completely Vulcanized
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Attractive Safety Patrol
Emblem on Coats (as
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Sizes 12 to 20.

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Parents ~~WANT~~, *demand*
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That's where we can help . . .

Graubard's Equipment is nationally known as the school safety patrol equipment "That Promotes Safety". It does this by fulfilling both of the conditions essential to a really effective Safety Patrol.

First, it gives each patrol member a definite sense of responsibility and a pride in doing his job well.

Second, being "Standard Equipment" it is recognized by school children and motorists alike, assuring their respect and cooperation.

Take the time to check your safety patrol today! Look over the many "standard" Safety Patrol Equipment items listed below and be sure your patrol members are properly uniformed and ready to perform the vital task of protecting your children, in all kinds of weather! . . .

Samples Submitted Upon Request Without Obligation

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Corporal Digbys
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School Warning Signs
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As told by leading sound safety officials in your high school and grade high school age students.

3

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SAFETY EDUCATION FILMS

Covering major safety problems of the high school age group, and featuring 'teen age' actors in 'teen age' situations, these dramatic lessons in safety sense are presented with sound, color and motion to capture and hold audience interest. By combining entertainment and education they teach without preaching; striking at the thoughtless, unsafe acts which too often bring tragedy into young lives.



SIX MURDEROUS BELIEFS

Six vignettes which tear down the improper attitudes which can lead to accidents. Such beliefs as 'safety is for sissies,' and 'accidents happen only to the unlucky,' are held up to a mirror of logic and reflected in all their foolishness.

NOONTIME NONSENSE

Covers the problem of reckless, irresponsible, lunch period driving. Shows how the students themselves, at a typical high school, stamped out the 'car tag,' racing, and swerving at pedestrians, which had become cause for concern to parents and teachers.

YOU'RE IN CHARGE

A film about baby sitters—who hold the safety of human lives in their hands. It shows the precautions that a careful sitter must take, as well as describing the explanations and information that conscientious parents must give to the sitter.

All available in 16 mm sound and motion, black and white or color. Running time 12½ minutes.

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